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ABSTRACT

The first University of Maryland two week residential police instructor seminar on training (PIST)--a pilot project--was held during May 5-11 and May 26 through June 1, 1968; the second, incorporating changes arising from evaluation of the pilot project, was held April 27 through May 3 and May 25-29, 1969. Participants in the two programs numbered 21 and 17, respectively. In the first PIST, the instructors practiced various training techniques during both weeks. In the 1969 PIST, the first week was devoted to learning about techniques and their application, with the second week devoted almost wholly to practice exercises. The primary reason for this change of rationale was the need for preparation during the weeks between two halves. Greater emphasis in the 1969 PIST was placed on developing the instructional ability of individuals, and on using small group discussion. Reading materials for both PIST seminars included Staton's "How to Instruct Successfully," and a notebook of instructional materials and articles. The second seminar in particular was well received, and most particpants reported they had acquired new ideas and practices. Almost all participants agreed that the program should be extended to three or four weeks, including more time for practical application exercises. (LY)

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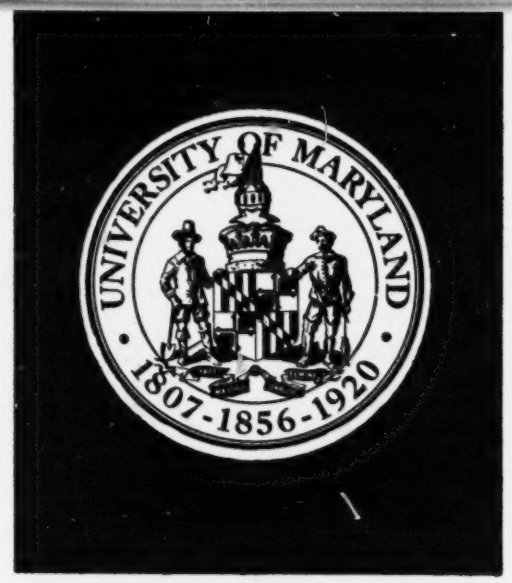

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FINAL REPORT

POLICE INSTRUCTORS SEMINAR ON TRAINING

1968 and 1969

UNIVERSITY COLLEGE
UNIVERSITY OF MARYLAND
College Park, Maryland
20740

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Final Narrative Report

POLICE INSTRUCTORS SEMINAR ON TRAINING
1968 and 1969
for
Maryland Police Training Commission

conducted by:

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I. INTRODUCTION TO THE PROJECT

The University of Maryland, through its University College, has been involved in law enforcement education for more than 15 years. It was appropriate for the Executive Secretary of the Maryland Police Training Commission to come to the University College, Conferences and Institutes Division, to discuss a training program for police instructors, On November 7, 1967, Mr. Robert L. Van Wagoner and his assistant, Mr. Gordon Holmes, met with two members of the C & I staff: Mr. John Buskey, Assistant Director for Operations, and Mr. Ray McCain, Assistant Director for Executive Development Programs. Mr. Van Wagoner discussed the need for a police instructors training program and indicated that forty or more police instructors were currently working for various departments within the state. He estimated that a one or two week program to train these police instructors could probably be a re-occurring project, i.e., we could run such a program for approximately twenty five participants each year for succeeding years. Messrs. McCain and Buskey gave a favorable response to this inquiry and McCain was designated as the person to work with the Commission on the planning and development of a pilot police instructors project.

The planning phase for this pilot project was January to March, 1968. The actual program was developed in April, 1968. The first seminar was conducted May 5-11 and May 26-June 1, 1968.

An interview evaluation was conducted between July and August, 1968. Using the data from various methods of evaluation, the program originally conducted as a pilot was re-developed in February, 1969. A planning committee met in March of 1969 to review the pilot program data and to make plans for a second seminar. The committee of representatives from various Maryland departments also discussed how the

University of Maryland could conduct other types of police instruction in coming years.

The second seminar was conducted in two one week blocks: April 27-Mary 3; Mary 25-29, 1969. The evaluation was conducted in conjunction with the program and the tally on this evaluation will be used in re-development for future programs.

This report is submitted on the two year project. It will involve a discussion of major steps in the project for both years: planning, development, conducting and evaluation. It will also draw conclusions from the projects and make recommendations for any future efforts.

II. PLANNING THE FIRST SEMINAR

During the month of January, 1968 Mr. Ray McCain prepared a proposal to be submitted to the Maryland Police Training Commission. This proposal consisted of a tentative set of objectives, a rationale for a police instructors seminar on training, a list of possible subjects and a schedule of how they could be aroused in a two week seminar.

On January 29, 1968, Mr. McCain and Mr. Buskey met again with Mr. Van Wagoner and Mr. Holmes to discuss the proposal drafted by the University of Maryland. The two staff members of the Commission favorably received the proposal and suggested that it be submitted to the Commission at its next meeting.

On February 1, 1968 Mr. McCain met with the Commission and offered the proposal. Attending this meeting were the following members or their representatives: Chief Elmer Hagner, Chief Leslie Payne, Chief Wilbur Shank, Mr. Francis Jahn, Colonel Robert Lally, Mr. Fred Oken, Mr. Edwin Tully, Dr. Robert Bentz. The Commission discussed the proposal for a seminar and made recommendations. It was decided that the Commission would support the seminar, and Mr. Van Wagoner was designated to work with the University of Maryland in its development.

Mr. McCain prepared a more detailed design for a program during the month of February. On February 27, 1968 a planning meeting was held at the University of Maryland. Attending this meeting, from the University of Maryland, were Mr. McCain, Mr. John Kerig, Mr. Ronald Taylor, and Mr. Anthony Broh. Representing various departments in the state, were the following gentlemen: Captain George Cole, Acting Director, Personnel and Training, Maryland State Police; Lt. John Magruder, Director of Training, Prince George's County Police; Lt. George Neeb, Training Officer, Baltimore County Police Bureau. In order that the program could be influenced by participants who would likely attend as trainees,four police instructors were represented at the meeting: Sgt. Robert Bonar, and Lt. Frank Werner, from Anne Arundel County Police Department; Cpl. Edward Joyner, Montgomery County Police Department; Sgt. Vincent EuCellier, Prince George's County Police Department.

The agenda for this planning meeting was divided into two portions:

1. Questions from the University of Maryland staff to Mr. Van Wagoner, Mr. Holmes and representatives from the police community.
   a. Potential participants and their characteristics.
   b. Organizations for which the participants work and the characteristics of those organizations.
   c. Courses taught by the participants in the police organization.
2. Presentation of the program as planned to this date.
   a. Two week design
   b. The means for development through a preliminary study
   c. The nature of practice sessions
   d. Evaluation and re-development plans

e. Administrative details -- role of the Maryland Police Training Commission and the role of the University of Maryland.

This meeting was extremely successful in quickly arriving at a concensus and as a means of involving the police community in planning.

III. DEVELOPING THE FIRST SEMINAR

The necessity for a development phase was due to the lace of familiarity of Conference and Institutes staff members with the specific type of problems which police instructors have. It was necessary for Mr. McCain and his staff to develop an understanding of various aspects of the instructors' situations. The University staff looked at designs for other types of police instruction seminars, materials on police instruction, the backgrounds of persons who taught police instructors and could conceivably work on the faculty for Maryland's program. They also studied the nature of police organizations and, in particular, the police training unit of the organization. The recruit training programs in various departments were studied, since they were the programs conducted by future participants in the Police Instructors Seminar on Training.

An attempt was made to understand more fully the background, attitudes, knowledge level and scope, and teaching skills of the participants. A letter was sent out by Mr. Van Wagoner to the various departments on February 20, 1968 announcing the first seminar. The names of participants for the first seminar were soon submitted. Mr. McCain conducted a "preliminary study" of participants in the first seminar. Three documents were mailed to the participants, and they were asked to return them to the University. One form, a participant profile sheet,

included the police instructor's name. The other two forms, the open ended questions and the sentence portions, were to be submitted anonymously. The responses to this set of materials were extremely helpful in the development of the pilot seminar. The data from these forms can be found in Appendix A.

The data were instrumental in last minute changes in the design and thrust of the program. It was assumed on the part of Mr. McCain and other members of the staff, as well as anticipated by members of the planning committee, that the participants would have considerable experience in police instruction. The data submitted in the preliminary study was contrary to this expectation. Most of the men were inexperienced, and their sophistication regarding training principles was lower than anticipated. The program was quickly re-designed and the importance of this data was communicated to the faculty so that the training could be directed to the level of need of the participants.

The Police Instructors Seminar on Training was designed in split sessions. The reason for conducting the program in two separate weeks was twofold: (1) It was thought that the participants could obtain more from the program if they had an opportunity to practice what they had learned after the first week and to discuss their experiences when they returned for a second week; (2) the departments seemed to prefer that the men be absent in one week stretches, as opposed to a two week block of time.

IV. CONDUCTING THE FIRST SEMINAR

Participants

Twenty-one police instructors attended the first Seminar in 1968. Only one of the participants was from outside the State of Maryland. A list of the

participants and their departments appears in Appendix B.

It was considered of importance to communicate with the participants as soon as possible and to inform them of various matters pertaining to the program. Letters from University staff members were sent to the participants on April 17, April 29 and May 5th. Each participant also received a letter from Spiro Agnew, Governor of Maryland, expressing the administration's feeling that police instructors were important in raising professional standards of law enforcement. Copies of these letters appear in Appendix B.

Faculty

The faculty was made up of fourteen people: eight from the faculty or staff of the University of Maryland; five from the law enforcement profession; one from private industry. The names of faculty members for the seminar are in Appendix C.

Program rationale

The two week program was divided into one week units with approximately two weeks separating the two units. The first week was designed to expose the participants to various training techniques, both in principle and in practice. Training techniques were introduced in lectures and demonstrations, and the participants started to practice certain techniques, e.g. lecture, leading group discussion, leading case discussion, role play. The first week concluded with an assignment for on-the-job-practice. Most of the participants had the chance to teach during the break between the two units of the seminar.

PIST - Narrative

The second week of the seminar began with the focus on problems of police training. The participants were asked to identify problems of training common to most departments and to attempt to come up with solutions to these probelms. An effort was made to deal with the broader aspects of training, e.g. designing the training curriculum and developing objectives. The latter part of the week was devoted to more intensive practice of various training techniques. The week concluded with an emphasis upon minimum standards and target-setting for self development.

The objectives set for the 1968 seminar, the schedule, and the objectives for individual sessions are found in Appendix D.

Characteristics of the Seminar

The two week seminar entailed 86 hours of instruction. The day-time sessions were 1.5 hours in length; the evening sessions were less than two hours when they were used. There were fifty-four distinct sessions.

Approximately half of the sessions were conducted as group involvement and/or practice exercise sessions. All sessions were planned activities, based on data gathered in the preliminary study. When the lecture-discussion method was used, the resource person was encouraged to allow 1/3 or more of his time for group discussion or a question answer period. Participants' reading materials were used to make discussion periods more fruitful.

The evening sessions did not include lectures. The assumption was that group activities are best to evoke interest toward the end of a busy day.

PIST - Narrative

Location of the Seminar

The first week of the Seminar was conducted at the Center of Adult Education at the University of Maryland, College Park Campus. This facility, with its versatile conference rooms and visual aid equipment, was well used for the practice training sessions. The participants could eat, sleep and study under the same roof.

The second week of the Seminar, the portion of the project which called for more informal discussions, was conducted at the Donaldson Brown Center in Port Deposit, Maryland, a facility owned by the University of Maryland, Baltimore Campus. This retreat-like atmosphere was chosen to be the setting in which free and open discussion on police training problems could be encouraged. The graduation exercises for the Seminar were conducted at the Brown Center on the last day. Lunch was served to all of the guests who attended the graduation ceremonies.

Problem-solving discussions

On the first day of the second week, the participants identified four probelm areas which they desired to spend the day discussing:

(1) What can be done to improve the image of training held by top administrators and line supervisors?

(2) What should be done to insure that classroom instruction will be applied on the job?

(3) What is a desirable training division (objectives, organization, job descriptions, policies of selection, training and promotion, policies of operations for the division, policies of evaluating operations in making improvements)?

(4) What are the needs for a police instructor's association and what would be the basic outline of a constitution or by laws for this association?

PIST - Narrative

The participants engaged in this activity with relish. The product of their work is very significant. Major Pomrenke of the Baltimore City Police Department, upon seeing a report from the committee on the training division, was extremely complimentary of the groups' insights and perspectives. The group working on the police instructors association continued their work after the seminar ended, throughout the summer, and in mid September, 1968, actually chartered such an association: Maryland Police Instructors Association. The participants in the seminar were the charter members and, to their knowledge, this was the second police instructors association in the country.

Post Seminar Training

Approximately one month after the seminar concluded three faculty members from the University were sent out to observe each of the participants in their training academies. The seminar participants were observed for approximately 50 minutes of training, and each received a two hour critique by the instructor. The three faculty members were from the Department of Speech: Dr. Howard Schwartz, Professor Irving Linkow, and Dr. Allen Frank. This effort was made to link the seminar training experience to the job situation. (If the participants were not formally with an academy, they were asked to visit a neighboring installation to teach in the recruit program.") The participants had an opportunity to talk over some of the matters which had arisen after the seminar or issues unclear when the seminar closed.

V. EVALUATING THE FIRST SEMINAR

Two types of evaluation were used. At the end of each one week block the participants completed a paper and pencil evaluation and pencil evaluation form on the instructors, an estimate of the extent to which the objectives were met, the subjects of the program and overall reactions to the conference facilities. In addition, a general evaluation was requested in writing at the end of the two week block. The results of these detailed evaluations are found in Appendix E.

During the late summer Mr. Anthony Broh, a Research Assistant on the staff of Mr. McCain, conducted an interview evaluation with the participants. The report of these evaluations is found on Appendix F.

A summary of the evaluations indicates that the program was very well received. More importantly, the training in the two week seminar was apparently applied to the job of instructing in their departments. An extremely important result of the seminar is found in the establishment of the Maryland Police Instructors Association, for through this formal organization, the contacts established during the seminar have been carried further. It was evident that the seminar should be conducted again in 1969, with modifications growing out of the evaluation of the 1968 seminar.

VI. PLANNING AND DEVELOPING THE SECOND SEMINAR

On March 20, 1969, the planning group for the second seminar met at the University's Center of Adult Education. A list of the names of those who attended this meeting appears in Appendix G. Mr. McCain began by summarizing the evaluation results of the first seminar. He also described what the participants had

indicated as the major needs as identified in the preliminary study. Based on a comparison of the two (seminar evaluation, and participant needs) a tentative outline for the 1969 seminar was provided, and the committee members reacted with suggestions and modifications.

The committee also discussed possible law enforcement education programs in which the University of Maryland and the various police departments could co-operate in future years. A copy of this list appears in Appendix G.

After the planning meeting Mr. McCain and Mr. Ronald Steger, of his staff, along with Mr. Van Wagoner and Mr. Holmes of the Maryland Police Training Commission, made the final plans for the second seminar. The Maryland Police Training Commission had announced the seminar on March 10th and on April 14th, the University received a list of the names of departments which would participate.

VII. CONDUCTING THE SECOND SEMINAR

The participants in the second seminar were more experienced in training than those of the first. A total of 17 instructors (14 from Maryland, 2 from Delaware, 1 from Virginia) participated. A list of their names and departments appears in Appendix B.

The faculty for the second seminar included some of the same resource persons used for the first. Only two new persons were added, Mr. Dunsing from the University of Richmond and Professor Lea from the University of Maryland. An intentional effort was made to limit the number of resource people used in the second seminar. It was considered to be more appropriate to expose the participants to fewer people, but for a longer period of time. A list of the resource people in the second seminar appears in Appendix C.

PIST - Narrative

A different rationale was used for the second seminar. In the first seminar (1968), the participants practiced various training techniques during both weeks of the seminar. In the 1969 seminar the first week was devoted to learning about techniques and how they can be applied. The second week was devoted almost exclusively to practice exercises. The primary reason for this change was due to the need for preparation during the weeks between the two units.

Such sessions as "effective listening" were eliminated from the second seminar. Less emphasis was placed in the second seminar on the total training division concept. A greater emphasis was placed upon developing the instructional ability of the individual participants. The 1969 program was shortened by one day. A list of the objectives and a description of the two week outline is found in Appendix H.

More discussion was used in 1969 program than lecture. The participants were encouraged to spend considerable time talking about the subject matter in small group activities. The feed back techniques used during the second week of practice sessions were handled by expert resource people from the Department of Speech.

The seminar reading materials in both the 1968 and 1969 seminars included a notebook of handout materials and articles on instruction as well as the textbook by Thomas F. Staton, How to Instruct Successfully: Modern Teaching Methods in Adult Education (McGraw Hill Book Co., 1960).

The graduation exercises for the second seminar were more eleborate than those of the first. In addition to the 17 seminar graduates, 26 departmental rep-

resentatives were present and 15 guests of the graduates. The guest speaker for the seminar was Dr. Drexel Sprecher, Senior Vice President, Leadership Resources, Inc., Washington, D. C.

VIII. EVALUATION OF THE SECOND SEMINAR

Two types of evaluation were used. At the end of the first week participants completed a paper and pencil instructment on instructors, the value of subjects, and their overall reaction to the conference facilities. At the end of the second week, participants completed a general evaluation of the whole experience. The results of these evaluations appear in Appendix I.

In general, the seminar was very well received, with most participants reporting the acquisition of a number of new ideas and practices. There was near consensus on the need for extending the program to three or four weeks and including more time for practical application exercises.

IX. CONCLUSION AND RECOMMENDATIONS

The experience of conducting two seminars for police instructors has been extremely rewarding to the Conferences and Institutes Division of the University of Maryland. Police instructors have very difficult and challenging situations. The policeman on the street is unique in that he, as the lowest member of organizational bureaucracy, makes decisions which literally affect the life and death of individual citizens. He must be trained well, and the police academies must do it. The police instructor today is more qualified, probably, than he has ever been. The motivation of the police instructor, as we have experienced him in

these two seminars, is very high. He is willing to learn and to improve his abilities in teaching and dealing with the young recruit.

The evaluations of the two seminars and the responses which we have from individual participants over the last two years would lead us to recommend that the Maryland Police Training Commission and the University of Maryland continue to make this offering. In fact, the suggestions should be taken seriously to extend the two weeks seminar an additional week. If three weeks were made available, more stress could be placed upon concepts of instruction and these can be building blocks for the police instructors experiments in the academies. The second seminar, in an effort to make the offering more practical, eliminated many of the basic concepts of adult education. In a three week seminar an adequate amount of time can be devoted both to principle and to practice.

APPENDIX A

Preliminary Study Material

Appendix A

PARTICIPANT PROFILE DATA
POLICE INSTRUCTOR'S SEMINAR ON TRAINING
(May 5-11, 1968, May 26-June 1, 1968)

BASIC INFORMATION

N= 17

Age

Mean: 34 Oldest: 50 Youngest: 24

Department

Westinghouse Police	1
Maryland State Police	2
Prince George's County Police	4
Anne Arundel County Police	2
Wilmington (Del.) Bureau of Police	1
Montgomery County Police	2
Baltimore City Police	1
Hagerstown City Police	1
Baltimore County Police Bureau	2
Cumberland City Police	1

Title

Chief of Police	1
Trainer	11
Motorcycleman	1
Trooper	1
Investigator	1

POLICE SERVICE DATA

Years in Police Work

Mean:	16.5
Longest:	27
Shortest:	4

Years as Police Trainer

Mean:	1.6
Longest:	8
Shortest:	0

Note that 9 have had 1 year or less and 4 of these have had no experience.

Important Duties of Your Job

Administrative	1
Supervise training and clerical personnel	2
Organize recruit training	2
Set example for recruit officers	1
Prevent crime	1
Research various courses	4
Instruct recruits	3
Develop an officer from a man	1
Maintain good relationship with police and public	1

MILITARY EXPERIENCE

Branch

Navy	3
Army	7
Air Force	1
Marine	3
None	3

Total number of years (only those who served)

Mean: 3.4 years

Highest Military Rank

Corporal (or equivalent)	5
Sergeant (or equivalent)	9

EDUCATION AND TRAINING

Level of Education

Some High School	0
High School Graduate	6
Some College	11
College Graduate	0
Post-Graduate Work	0

College Institutions Attended

Mt. St. Mary's Seminary	1
University of Maryland	5
Montgomery Junior College	1
Essex Community College	2
Baltimore Junior College	1
A.A. Community College	1
Loyola College	

Note that 6 are presently taking courses.

Seminars, Workshops, Etc. at Colleges and Universities

Traffic Law Enforcement (Univ. of Md.)
Public Speaking and Leadership (Carnagie)
Police Supervisors Course
Identi-Kit System (Towson College)
Supervisory Training (Booker Association)
Human Relation (Michigan State)
Human Relation (St. John)
Sociology of Devient Behavior (Brandywine Jr. College)
Law Enforcement (Essex Community College)

Newspapers

New York Times	1
Washington Post	6
Baltimore Sun	7

All read local newspaper

Popular Magazines

Readers' Digest	13
Look	6
Life	7
Newsweek	4
Time	4
U. S. News	2
Saturday Evening Post	2
Americal Rifleman	2
The Shooting Industry	1
Mechanics Illustrated	1
Cooperative Farmer	1
Popular Mechanics	1

Police Journals and Magazines

Journal of Criminology, Criminal Law and Police Science	2
The Police Chief	8
Police Magazine	3
FBI Law Enforcement Bulletin	12
Traffic Safety	1
Law and Order	6
Traffic Digest and Review	1
Valor	1
Patrole and Probation	1
Crime Report	1
Search and Seizure	1
Criminal Law Reporter	1
Criminal Digest	1
Neurod's Criminal Law	1
IACP Training Keys	1
Federal Probation	1
The National Police Journal	1

NON POLICE TRAINING

Military	5
Religious School	2
Public School	0
University or College	1
Driving School for People's Court	1

POLICE TEACHING EXPERIENCE

Title of Courses Taught by Participants

History and Purpose of Police Duty
Notetaking
Public Speaking
Police Ethics
Crime Prevention
Relations with other Departments

These courses may be of particular interest to the instructors at this seminar.

Texts

Morgan and Deese, How To Study
20th Century Typewriting
Weaver, Speaking in Public
Clark and Marshall, Crimes
Perkins, Criminal Law
Holcomb, Police Patrol
Wilson, Police Administration
O'Hara, Fundamentals of Criminal Investigation
IACP, Training Keys
Baker, Traffic Accident Investigators Manual

Appendix A

QUESTION DATA

POLICE INSTRUCTORS'SEMINAR ON TRAINING
(May 5-11, 1968, May 26-June 1, 1968)

This questionnaire was sent to all participants and answered anonymously. The responses have been catagorized by subjects which were thought applicable to you as an instructor of the Police Instructors' Seminar on Training. N for the questionnaire equals 11, but some questions were not answered by all respondents and some answers appeared irrelevant to the questions. Special comments have been added to some questions where the responses did not provide information for which the question was designed. It should be added that these comments and catagories are based on a subjective interpretation of responses.

PIST - Question Data
Page 2 Appendix A

1. PLEASE INDICATE THREE CONTROVERSIAL ISSUES WHICH PERTAIN TO POLICE INSTRUCTION. EXPRESS THEM IN SIMPLE, DECLARATIVE STATEMENTS, E.G., "THE BEST METHOD OF INSTRUCTION IS ALL DISCUSSION, NO LECTURE." "THE MOST DIFFICULT BEHAVIOR TO TEACH A RECRUIT IS TO DEAL WITH THE PUBLIC IN A CONGENIAL MANNER." (YOUR LIST MAY NOT EXPRESS YOUR POINT OF VIEW, BUT THE STATEMENTS SHOULD BE THE TYPE THAT POLICE INSTRUCTORS, WHEN THEY GET TOGETHER, WOULD HAVE DISAGREEMENT AMONG THEMSELVES.)

   Most answers deal with the "controversy" of which method of instruction to use, i.e. discussion, lecture, etc.

   Other replies indicate concern over the actual mechanics of instruction, i.e.:

   1) Time in the field
   2) Grade system
   3) Amount of discipline

   The best interpretation of the problem was expressed in one instructor's concern of the "functioning role of the policeman which is unfortunately not provided in police training."

2.

   A. SOME EXPERTS HAVE STATED THAT, "MAN IS LAZY AND MUST BE ENCOURAGED TO WORK." OTHER EXPERTS SAY THAT, "MAN WISHES TO MOVE FORWARD AND IS CONSTANTLY STRIVING TO DO BETTER." WHICH OF THESE DO YOU THINK BEST DESCRIBES HUMAN NATURE IN GENERAL, AND WHY?

      4 felt man is lazy
      7 felt man is constantly striving
      3 indicated both were true
      5 persons used words like "desire, motivation, incentive"

      Respondents apparently have little or no concept of "Human needs" and/or "motivation research."

   B. WHAT BEHAVIOR PATTERNS DO POLICE TRAINEES HAVE WHICH PRESENT THE MOST DIFFICULTY IN TERMS OF YOUR TRAINING THEM?

      The wording of this question caused considerable confusion. Respondents tended to interpret "behavior" as "devient behavior." One person reported that he had not noticed any "behavior patterns in his trainees."

      The most prevalent response was that recruits tend to perceive training as an administrative detail of becoming a policeman. Thus they are "hot tempered," "impatient," and "react too quickly" to "difficult concepts."

3.

A. LISTED BELOW ARE SEVER TECHNIQUES OF TEACHING:

	OVER-ALL RANKING
(1) AUDIO-VISUAL AIDS AND FILM	1ST
(2) LECTURE-DISCUSSION	3RD
(3) GROUP-DISCUSSION	4TH
(4) DEMONSTRATION	2ND
(5) CASE STUDY AND ROLE PLAYING	5TH

PLACE A NUMBER (1 THROUGH 5) IN THE COLUMN BASED ON THE ORDER OF EFFECTIVENESS, AS YOU HAVE EXPERIENCED AND UTILIZATION OF THESE TECHNIQUES IN YOUR TEACHING. BEGIN WITH THE MOST EFFECTIVE AND DESIGNATE IT AS (1) ONE.

B. WHAT PROBLEMS, IF ANY, DO YOU HAVE IN USING THESE TECHNIQUES?

Difficulty in preparing and planning ahead.
Co-ordination of visual aids with course.
Not enough time to use all.
Guiding the discussion group to a meaningful end.
Limiting class discussion.

4.

A. WHAT ARE YOUR MAJOR OBJECTIVES AS AN INSTRUCTOR IN POLICE TRAINING (IN GENERAL, NOT FOR A SPECIFIC COURSE)?

There was a lack of sophistication in the statement of objectives. Most respondents answered in terms of teaching goals such as:

To organize and present material
To get the message accross
Become an excellent instructor

4 respondents answered in terms of professionalism of the department or training recruits to be qualified policemen.

B. WHAT ARE THE MAJOR TRAINING OBJECTIVES OF THE LAW ENFORCEMENT AGENCY FOR WHICH YOU WORK?

Most answers were in terms of presenting knowledge and material. Many stated that the objectives of the agency and the instructor were the same.

Only 2 persons perceived the agency's objective as long range improvement in the quality of police officers.

C. HOW WERE THESE OBJECTIVES (A AND B) FORMULATED?

Only one person had any concept what-so-ever of administrative application of needs and objectives. Most reported the objectives were formulated by themselves, "universities," "recruit school," students, or Maryland Training Commission.

One outstanding answer stated:

> Due to recent developments in court procedure, crime rate escalation, social change and other contributing factors I believe that all major departments nation wide have seen the need for professionalism in the police profession and have adjusted their goals as such. A good example of this is the number of departments not participating in ventures such as the Police Instructors' Seminar on Training.

5.

A. HOW WAS THE CURRICULUM FOR YOUR TRAINING DIVISION FORMULATED?

Most indicated the curriculum was formulated by the instructors or by trial and error. Only one person stated that the curriculum was formulated "through a study of the changing needs of the modern police organization.

B. HOW DO YOU DETERMINE IF THE CURRICULUM IS MEETING THE NEEDS OF YOUR DEPARTMENT AND THE EMPLOYEES OF THE DEPARTMENT?

By final exam
By feed back
By supervisors
By reports to Training Division
By performance after graduation

C. DESCRIBE THE PROCEDURE YOU USE TO TEST AND EVALUATE POLICE TRAINEES IN YOUR DEPARTMENT'S COURSES.

Exam	10
Probation system	1
Demonstration of the recruit	1

6. AUDIO-VISUAL AIDS

A. EQUIPMENT (RESPOND WITH A ✓)

IN COLUMN 1, INDICATE THE PIECES OF EQUIPMENT WHICH YOU HAVE AVAILABLE AT YOUR TRAINING FACILITY.

IN COLUMN 2, INDICATE THE FREQUENCY WITH WHICH YOU USE EACH AVAILABLE PIECE OF EQUIPMENT.

IN COLUMN 3, INDICATE THE PIECES OF EQUIPMENT YOU WOULD LIKE TO IMPROVE YOUR ABILITY IN UTILIZING.

	COLUMN 1* AVAILABLE EQUIPMENT	COLUMN 2 USAGE			COLUMN 3 IMPROVED ABILITIES
		FREQUENT	INFREQUENT	NEVER	
1. 8mm PROJECTOR	5	0	3	2	3
2. 16mm SOUND PROJECTOR	10	6	4	0	2
3. SLIDE PROJECTOR	8	3	3	2	4
4. FILM STRIP PROJECTOR	4	1	1	2	2
5. OVERHEAD PROJECTOR	7	3	3	1	4
6. OPAQUE PROJECTOR	7	2	4	1	3
7. TAPE RECORDER	8	2	3	3	4
8. TAPE RECORDER - FILM MACHINE	4	1	2	1	4
9. MACHINE TO MAKE TRANSPARENCIES	5	2	3	0	4
10. VIDEO-TAPE	1	0	1	0	2
11. CHALK BOARD	11	9	2	0	2
12. FLANNEL BOARD	5	1	2	2	2
13. MAGNETIC BOARD	7	4	1	2	2
14. BULLETIN BOARD	9	4	4	1	3
15. PAPER PAD BOARD	2	0	0	2	2

* Number of participants having equipment available.

APPROXIMATELY HOW MANY 16mm SOUND FILMS DOES YOUR TRAINING DEPARTMENT HAVE ACCESS TO? _____

Responses were as follows: 1, x, 25, 0, 30, ?, x, 25, x, 40, 15, 10, 80.

7. WILL YOU PLEASE DUPLICATE ON THIS PAGE (AND ADDITIONAL SHEETS) OR ENCLOSE A COPY OF A TYPICAL LESSON PLAN WHICH YOU RECENTLY USED IN ONE OF YOUR COURSES. (MAKE CERTAIN YOU ARE NOT IDENTIFIED IN ANYTHING YOU SUBMIT.)

All respondents speak from a subject outline.

8. HOW DO YOU ATTEMPT TO INSURE THAT YOUR CLASSROOM TEACHING IS APPLIED ON THE JOB? HOW DO YOU DETERMINE IF IT IS APPLIED?

One person said he stressed the points he wishes to instill in the student.

All others check with the shift commander. One person stated it was not his responsibility.

9. DO YOU THINK THAT POLICE TRAINING HAS PROPER RECOGNITION AND PLACE IN YOUR POLICE ORGANIZATION? PLEASE EXPLAIN YOUR ANSWER.

Most stated yes, but difficulty exists in differing opinions among:

1) shift commanders and department
2) administration and department
3) "holders of purse strings" and department
4) officers and trainers

10. WHAT DO YOU THINK SHOULD BE THE MINIMUM STANDARDS FOR THE POLICE TRAINING PROGRAM?

Many stated a specific number of hours of training programs.
One person said this should be established by the Central Training Commission.
One answer indicated that an instructor should be a "professional,well-trained, knowledgeable representative of law enforcement.

11. WHAT DO YOU THINK SHOULD BE THE MINIMUM STANDARDS FOR THE POLICE INSTRUCTOR?

Most indicated a specific time of experience, desire to teach, and a speaking ability.

Appendix A

SENTENCE PORTION DATA

POLICE INSTRUCTORS' SEMINAR ON TRAINING
(May 5-11, 1968, May 26-June, 1968)

The sentence portions were sent to all participants and answered anonymously. Rather than quote each respondent, attempts have been made to provide a content summary for each sentence portion. Catagories were designed according to the desired information of the original questionnaire objectives. The sentence portions have been divided into the following catagories:

Attitude toward Police Instructors' Seminar on Training
Attitude toward police in general
Attitude toward police instruction
Attitude toward teaching in general
Attitude toward self

N for the group is 13 though most questions could not be catagorized with this total. Finally this information was summarized to provide maximum information for you as an instructor of the Police Instructors' Seminar on Training.

ATTITUDE TOWARD POLICE INSTRUCTORS' SEMINAR ON TRAINING

ATTITUDE TOWARD POLICE IN GENERAL

ATTITUDE TOWARD POLICE INSTRUCTION

ATTITUDE TOWARD TEACHING IN GENERAL

ATTITUDE TOWARD SELF

ATTITUDE TOWARD POLICE INSTRUCTORS' SEMINAR ON TRAINING

1. AT THIS TIME MY ATTITUDE TOWARD THE POLICE INSTRUCTORS' SEMINAR ON TRAINING IS . . .

Positive statements of enthusiasm and eagerness etc.	7
Negative statements of apprehension	5
Undecided or neutral	1

2. THE MAIN BENEFIT I WANT TO OBTAIN FROM THIS SEMINAR IS . . .

Confidence in ability	3
Various skills of instruction	6

3. I FEEL THAT THIS POLICE INSTRUCTORS' SEMINAR ON TRAINING WILL BE. . .

Informative, beneficial, helpful	12
A crash program	

4. IF THERE IS ANYTHING WHICH NEED NOT BE DONE DURING THIS SEMINAR, IT WOULD BE. . .

Dwell on importance of training	1
Ask me too many job-pertinent questions	
Practice public speaking	

ATTITUDE TOWARD POLICE IN GENERAL

1. THE MOST IMPORTANT QUALITY TO HAVE AS A POLICEMAN IS . . .

Honesty	5
Dedication, loyalty	3
Common sense	2
Desire	1
Prudence	1
Understanding	1

2. THE MOST ENJOYABLE PART OF MY JOB IS . . .

Some facet of recruit behavior	6
Firearms	1
Graduation day	1

3. I CONSIDER MY IMMEDIATE SUPERIOR TO BE . . .

Favorable comments	7
Unfavorable comments	5

"The general public and the student that sits before me"

4. WHAT MOTIVATES MOST POLICE RECRUITS IS . . .

Some statement related to instruction 2
Desire to help people
Glamour of being police officer

5. THE THREE GENERAL QUALITIES I MUST SEE IN POLICE TRAINEES IN ORDER FOR ME TO FEEL THAT THEY ARE HIGH CALIBER ARE . . .

Desire	1
Interest	2
Intelligence	1
Physical condition	1
Good vocabulary	1
Industrious	1
Common sense	1
Polite	1
Neatness	1
Sincerity	1
Background	1
Pride	1

6. THE PUBLIC VIEWS POLICEMEN AS . . .

Positive perception such as public servant	5
Negative perception such as unwanted authority	8

7. THE REASON WHY MOST MEN BECOME POLICEMEN IS . . .

Security	5
Desire to help others	4
Challenging	2
Glamour of the uniform	1

8. THE MOST IMPORTANT CONCEPT I TRY TO GET ALL POLICE RECRUITS TO LEAVE MY COURSE WITH IS . . .

The desire and effect that must be put into understanding the people he is to come in contact with.

An opportunity to perform a worthwhile service - to make this world a little bit better place in which to live.

An understanding that they are a new generation of law officers and the ability to accept this responsibility.

I'm sorry, but I must bow out again.

Stop and think before you act.

There is no greater power nor higher honor that can be bestowed upon any man that the duty of upholding and defending the principles of the American way of life.

Self respect for both the man and the department.

Do the best job you know how and never attempt to take short cuts.

That theirs is the most important job in the world and if done correctly - the most rewarding to yourself.

Do your best.

Honesty.

No comment.

That honesty and good character are 2 of the most sorely needed qualities in police agencies today. Enforce the law fairly but in heavens name, enforce it.

ATTITUDE TOWARD POLICE INSTRUCTION

1. THE MOST IMPORTANT QUALITY TO HAVE AS A POLICE INSTRUCTOR IS . . .

Desire	2
Understanding	2
Knowledge	1
Ability to teach	1
Interest	1
Sincerity	1

2. I CONSIDER MOST OF THE POLICE TRAINEES I HAVE TAUGHT TO BE . . .

Better policemen through trainers efforts	5
Of average intelligence	

3. IF I COULD CHANGE ONE TRAINING POLICY IN MY ORGANIZATION, IT WOULD BE . . .

More time in instruction	5
Greater participant and organization involvement	3
Make instructors sergeants	1
More discipline and rigidity	1

4. THE MOST SATISFYING ASPECT OF MY JOB IS . . .

Reference to student progress	5
Helping others	3
Dealing with people	1
Teaching	1
Promotional gains	1

5. THE MAIN TROUBLE WITH POLICE INSTRUCTION IS . . .

Not enough of it 4
Not professional 3
Too much theory 1

6. IF I HAD TO EXPRESS MY PHILOSOPHY OF POLICE INSTRUCTION IN ONE SENTENCE, IT WOULD BE . . .

Very good except there is no way to teach common sense.

Give it the importance that it deserves.

Police instruction is the most important ingredient needed to professionalize the police concept in this country.

To educate prospective policemen so effectively that they would continue to build upon their own talents to perform professionally in every possible circumstance.

The future holds that for which you prepare.

"Plan your work and work your plan."

Without an effective training program, a police department cannot function efficiently.

There should not be any untrained police officers on the street.

Giving the men all the knowledge you have obtained to get the job done correctly.

If we can train a better police officer, to do the best job with a minimum of supervision and instill a high esprit de corps, then let us set about it at once.

7. THE THREE MAJOR PROBLEMS WHICH COME TO MIND WHEN I THINK OF POLICE INSTRUCTION ARE . . .

Lack of time 6
Reference to teaching methods 1
Lack of interest 4

8. IF THERE IS ONE PERSONAL CHARACTERISTIC WHICH A MAN MUST KNOW IF HE IS GOING TO HELP ME IMPROVE AS A POLICE INSTRUCTOR, IT WOULD BE . . .

Patience
Interest
Ambition
Cleanliness
Honesty

9. THE MAIN ADVANTAGE FOR BEING A POLICE INSTRUCTOR IS . . .

Answers of self satisfaction 9
Answers relating to contact with trainees 6

10. THE MOST DISTASTEFUL PART OF MY CURRENT JOB IS . . .

New programs
Lesson plans
Lack of time
Non-training functions
Grading
Clerical
Issuing traffic citations
"Routine, routine, routine. . ."

11. IN MY CURRENT JOB FUNCTION, I FEEL MOST INADEQUATE. . .

Because its new
References to his subordinate position 5
References to his superior position 2

12. IF THERE IS ONE THING I MISSED IN PREPARING ME FOR MY PRESENT POSITION, IT WAS . . .

Reference to speaking ability 2
Reference to teaching ability 2
Reference to general education 6

13. THE POLICE TRAINEES I HAVE THE MOST DIFFICULT TEACHING ARE MEN WHO . . .

Have proconceived ideas through prior experience 6
Have had military service 1

14. MY MOST IMPORTANT FUNCTION AS A POLICE INSTRUCTOR IS . . .

Teach, impart knowledge, get the message across 9

15. THE ASPECT OF MY JOB WHICH I THINK I DO BEST IS . . .

Trainee and recruit oriented answers 7
Discuss police problems with public 3

16. THE PRIMARY OBJECTIVE OF LAW ENFORCEMENT EDUCATION IS . . .

Professionalism 3
Better public image 2

ATTITUDE TOWARD TEACHING IN GENERAL

1. THE INSTRUCTIONAL ABILITY OR QUALITY ON WHICH I NEED TO WORK IS . . .

All aspects 2
Outline and lesson plan 2
Lecture and speech 3
Visual aids 1

2. THE CONCEPT OR TECHNIQUE OF TRAINING WHICH HAS PLAYED THE MOST SIGNIFICANT PART IN MY TEACHING IS . . .

Discussion	1
Lecture	1
Visual Aids	2
Role playing	2
Demonstration	1

3. WHERE IA AM WEAKEST AS A TEACHER IS IN THE AREA OF . . .

Speaking ability	5
Lesson plans	2
Audio-visual aids	1
Discussion	2

ATTITUDE TOWARD SELF

1. IF I HAVE A PROBLEM WHICH I CANNOT SOLVE BY MYSELF, I . . .

Superiors	7
Equals	2
Subordinates	1
Outside	1

2. MY BIG AMBITION AFTER LEAVING LAW ENFORCEMENT WORK OR RETIRING IS . . .

Shooting matches	1
Police volunteer work	4
Religious work	1
Enjoying life	2
Travel	3

3. I CONSIDER MYSELF TO BE . . .

Answers related to police work	5
Intelligent and overweight	
Ambitious	2
Cautious	
Average	

4. THE MAIN PROBLEM I HAVE IN COMMUNICATING IN FACE-TO-FACE SITUATIONS IS . . .

Vocabulary problems	2
Confidence in my opinion	4
Too outspoken	1
Too general	1
Temper control	1
What to do with my hands	1
Judging others by personality	1

5. MY TRAINEES PROBABLY THINK I AM. . .

Reference to authoritarian characteristic	8
Reference to personality characteristic	4
Other than authoritarian	

6. IF I WERE TO LEAVE LAW ENFORCEMENT WORK, IT WOULD BE BECAUSE OF . . .

Personal reasons (marital, health, retirement)	3
Frustration	
Lack of support from administrators	3
Money	
Would not leave	2

7. THE WORST BOSS I EVER HAD WAS A MAN WHO . . .

Some authoritarian characteristic	7
Was afraid to make decisions	3

8. IF I COULD RELIVE MY HIGH SCHOOL AND COLLEGE DAYS, I WOULD STUDY TO BECOME . . .

A more highly trained or skilled police officer	7
Doctor	2
Lawyer	2
Writer	1

9. WHAT MOTIVATES ME IN MY PRESENT JOB IS . . .

Reference to self	4
Reference to department or recruits	4
Reference to public image	5

APPENDIX B

Participants

Appendix B

POLICE INSTRUCTORS' SEMINAR ON TRAINING

May, 1968
Participants

Pvt. William R. Bailey
Prince George's County Police
9735 51st Avenue
College Park, Maryland

Corporal Lawrence Baranski
Prince George's County Police
9217 Fifth Street
Lanham, Maryland

Sgt. Orlando Bonar
Anne Arundel County Police
Route #3
Millersville, Maryland

Trooper 1st class Patrick Bucher
Maryland State Police
Marriottsville Road
Marriottsville, Maryland

Patrolman Robert Di Stefano
Baltimore City Police
2823 Harview Avenue, 2nd Floor
Baltimore, Maryland

Sgt. Vincent Du Cellier
Prince George's County Police
Route #1, Box 69
Highbridge Road
Bowie, Maryland

Sgt. Alfred Filippone
Willimgton, Delaware Bureau of Police
Tenth and King Street
Wilmington, Delaware

Corporal Robert Giles
Cumberland Police Department
919 Silbert Place
Cumberland, Maryland

Frank Graziano
Howard County Police Department
Ellicott City, Maryland 21043

Corporal Edward Joyner, III
Montgomery County Police
10804 Stella Court
Kensington, Maryland

Pfc. Robert Knight
Prince George's County Police
9104 Fowler Lane
Lanham, Maryland

Chief Julius LeBrell
Westinghouse Police Department
R. D. #2
Delta, Pennsylvania

Patrolman Ray Nichols
Baltimore County Police
3017 Salisbury Avenue
Baltimore, Maryland

Pvt. William Roberts
Prince George's County Police
3829 St. Barnabas Road
Silver Hill, Maryland

Sgt. Daniel Robertson
Prince George's County Police
12020 Maycheck Lane
Bowie, Maryland

Sgt. John Schrock
Montgomery County Police
2130 Briggs Chaney Road
Silver Spring, Maryland

Patrolman Joie Talley
Baltimore County Police
Woodbine, Maryland

Trooper 1st class Joseph Vitek
Maryland State Police Department
Baldwin Mill Road
Fallston, Maryland

Lt. Frank Werner
Anne Arundel County Police
Route #3
Millersville, Maryland

Sgt. Paul E. Wigfield
Hagerstown Police Department
1128 Sunnyside Drive
Hagerstown, Maryland

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

OFFICE OF PROGRAMS FOR EXECUTIVE DEVELOPMENT

April 17, 1968

Letter to Participants

We have just received word that you will be a participant in the Police Instructors' Seminar on Training to be conducted next month. I am pleased to hear this, and I look forward to meeting you. This letter and the enclosed material are designed to orient you to the Seminar and to solicit information from you.

Enclosed are the following items:

(1) A list of the Seminar objectives;
(2) The agenda for the two weeks;
(3) A list of faculty personnel;
(4) A list of the Seminar participants.

As you will note on the agenda, the first week of the Seminar will be held at the Center of Adult Education on the College Park campus. You will then be given two weeks back on the job to try some of the things you will have learned. The second week of the Seminar will be conducted on a beautiful old estate overlooking the Susquehanna River, the Donaldson-Brown Center. At both Centers, you will eat, sleep and study on the same premises.

The Seminar is characterised by its heavy emphasis on your involvement in practice exercises and problem-solving sessions. You will not be constantly lectured at, if you know what I mean. We think our efforts in preparation thus far have been designed to offer the best possible program for you.

In order to ultimately tailor a program to meet your needs we must get some information from you which we will pass on to our faculty resource people. They will use your responses to prepare the sessions for which they are responsible. Three items which compose a preliminary study are enclosed:

(1) Basic information which you can complete and return to me in the enclosed small, white envelope.
(2) Questions.
(3) Sentence Portions.

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2720

Please consider this material and your replies to be very important to the Seminar. I encourage you to respond in detail to the questions and to return the material to us as soon as possible. In fact, may we tentatively set the date of Wednesday, April 24 as the time when you will have completed the responses and put the two packages in the mail?

We will be in touch with you at a later date to give you information on how to get to the Center of Adult Education. We will also send you a textbook which you can skim before you come to the Center on May 5.

Again, I look forward to working with you in what we hope will be an extremely worthwhile educational venture.

Sincerely,

Ray McCain

Ray McCain
Director

RMcC/bk

Enclosures

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

OFFICE OF PROGRAMS FOR EXECUTIVE DEVELOPMENT

Appendix B

April 29, 1968

Letter to Participants

I write you this short note to introduce myself and to preview some of the activities of our forthcoming Seminar. I will be your Conference Coordinator and will take care of administrative details and requirements. Ray McCain, from whom you have already heard, is the Project Director.

The first week of the Seminar will be held at the Center of Adult Education on the University's College Park Campus. The Center is located at the corner of University Boulevard (U.S. 193) and Adelphi Road. I have enclosed a campus map on which the Center's location is marked. Parking is available next to the Center.

You should plan to arrive at the Center by 4:30 p.m. on Sunday, May 5. When you enter the building, please register at the booth in the lobby before you go to the lodging registration desk to get your room key. A social hour is planned from 5 to 6 p.m. in Room 209-211. Dinner will be served in the main dining room at 6 p.m.

Your room with a private bath is comfortably furnished and designed to provide a study atmosphere. For relaxation there is a TV-radio set. We have provided for all three meals and two coffee breaks, Monday through Friday, and breakfast on Saturday, May 11. We will adjourn the first week of the seminar at noon on Saturday. Our public dining room will be open for lunch before departing that day but we have not arranged a catered meal.

The textbook for the seminar is enclosed. You may want to skim the book this week. Specific assignments will be made during the seminar. This is your personal copy of the text; you may keep it.

If you have questions between now and Sunday, please call me at 301-454-2720. Otherwise, I'll look forward to meeting and working with you next week.

Sincerely,

John A. Kerig
Conference Coordinator

JAK:bs

Enclosures

Appendix B

SPIRO T. AGNEW
GOVERNOR

EXECUTIVE DEPARTMENT
ANNAPOLIS, MARYLAND 21404

1968

I am pleased that you are planning to attend the first Police Instructors' Seminar on Training to be held at the University of Maryland, for I know that through this intensified and professional level of training you will receive the understanding and skills to become an effective instructor to police personnel in Maryland.

It is the feeling of this Administration that government should do everything in its power to raise the professional standards of law enforcement. I heartily endorse this seminar as a positive step forward in achieving this goal.

You have my best wishes for a stimulating and productive experience.

Sincerely,

Spiro T. Agnew

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

OFFICE OF PROGRAMS FOR EXECUTIVE DEVELOPMENT

Appendix B

May 5, 1968

To The Participants
Police Instructors' Seminar on Training

Gentlemen:

As you open this notebook and read this letter, as you begin a two-week seminar on training, you may be somewhat apprehensive. What am I getting into? Who are these people with whom I am going to be dealing in the next few days? What will happen to me in this seminar? What do these University people think about me? Why this seminar?

Tonight, by the time you retire, I am sure you will have fewer questions, therefore, less apprehension. Between now and "lights out" you will meet the other participants and the program planners. You will become familiar with the facility in which the first week will be conducted. You will learn more about the schedule of activities and why they were planned.

You can be assured that those of us connected with the University are extremely interested in the functions which you as teachers perform in police work. As our society becomes increasingly complex, the role of law enforcement is seen as more challenging and significant. Police departments are slowly paying better salaries and recruiting more top-flight people. But these men must be trained and educated. They must be developed and molded. And this is your job.

The job of this University and the Maryland Police Training Commission is to better enable you to effectively perform your tasks. This seminar was designed and will be conducted to meet this end. We hope you approach this educational venture with high motivation and a willingness to meet the challenge inherent in your functions as police instructors.

Sincerely,

Ray McCain

Ray McCain
Director

RMcC/bk

Appendix B

POLICE INSTRUCTORS' SEMINAR ON TRAINING

April & May, 1969

Participants

Sgt. Oliver Cook
Cumberland Police Department
Cumberland, Maryland 21502

Pvt. Samuel Corbin
Prince George's County Police Department
Upper Marlboro, Maryland 20870

Sgt. Ronal Cox
D. C. Metropolitan Police Department
Marlow Heights, Maryland 20031

Sgt. Raymond Deputy
Delaware State Police
Dover, Delaware 19901

Sgt. John DeVries
Montgomery County Police Department
Wheaton, Maryland 20902

Sgt. Donald Dull
Baltimore Police Department
Baltimore, Maryland 21214

Cpt. Robert Emory
Annapolis Police Department
Annapolis, Maryland 21401

Sgt. Donald Hamberger
Hagerstown Police Department
Hagerstown, Maryland 21740

Cpl. John Krob
Greenbelt City Police Department
Greenbelt, Maryland 20770

Cpl. Dennis Laumann
Howard County Police Department
Ellicott City, Maryland 21043

Sgt. William Lynch
Wilmington Bureau of Police
Wilmington, Delaware 19801

Sgt. Theodore Olszewski
Baltimore County Police Department
Owings Mills, Maryland 21117

Captain Abe Parys
Cheverly Police Department
Cheverly, Maryland 20785

Cpl. Thomas Shaw
Fairfax County Police Department
Fairfax, Virginia 22030

Ptlmn. Robert Snyder
Anne Arundel County Police Department
Millersville, Maryland 21108

Ptlmn. Anthony Thim, Jr.
Baltimore County Police Department
Baltimore, Maryland 21204

Trooper Steven Tokarz
Maryland State Police
Randallstown, Maryland 21133

APPENDIX C

Faculty

POLICE INSTRUCTORS' SEMINAR ON TRAINING — Appendix C

Faculty

First Week, May 5-11, 1968

Mr. R. Ray McCain, Director
Office of Programs for Executive Development
Conferences & Institutes Division
University of Maryland

Mr. Carl Schramm
Assistant Professor
Department of Industrial Education
University of Maryland

Dr. John Kerig, Conference Coordinator
Office of Programs for Executive Development
Conferences & Institutes Division
University of Maryland

Mr. Norman Kassoff, Assistant Director
Professional Standards Division
International Association of Chiefs of Police

Dr. Donald Deppe, Director
Conferences & Institutes Division
University of Maryland

Dr. Allen Frank, Assistant Professor
Department of Speech & Secondary Education
University of Maryland

Mr. Ronald Taylor, Research Assistant
Office of Programs for Executive Development
Conferences & Institutes Division
University of Maryland

Mr. Irving Linkow, Associate Professor
Department of Speech
University of Maryland

Dr. Donald Maley, Head
Department of Industrial Education
University of Maryland

Second Week, May 26 - June 1, 1968

Dr. Nelson Watson
Assistant Director, Research and Development
International Association of Chiefs of Police

Mr. Drexel Sprecher
Vice President
Leadership Resources, Inc.

Mr. Leo Cullen, Executive Secretary
Police Training Commission
Department of Law & Public Safety of New Jersey

Mr. Richard Kohler
Special Agent
Federal Bureau of Investigation

Maj. Norman Pomrenke
Director, Education and Training
Baltimore City Police Department

Appendix C

POLICE INSTRUCTORS' SEMINAR ON TRAINING

April & May, 1969

Faculty

Mr. Richard Dunsing
Management Center
University of Richmond
Richmond, Virginia

Mr. Richard Kohler
Special Agent
Federal Bureau of
Investigation

Professor John Lea
Department of Speech
University of Maryland

Professor Irving Linkow
Department of Speech
University of Maryland

Dr. Donald Maley
Department of Industrial
Education
University of Maryland

Mr. Patrick O'Shea
Professional Standards Division
International Association of
Chiefs of Police

Professor Carl Schramm
College of Education
University of Maryland

Mr. Ray McCain
Director, Office of Programs
for Executive Development
Conferences & Institutes Division
University of Maryland

APPENDIX D

Seminar 1: Objectives, Outline and Subjects

Appendix D

POLICE INSTRUCTORS' SEMINAR ON TRAINING

First Week, May 5 - 11, 1968
Second Week, May 26 - June 1, 1968

University of Maryland

SEMINAR OBJECTIVES

1. To develop in police instructors a clearer understanding of their task in relation to the police organization and its employees.

2. To improve the competency of police instructors in their curriculum planning and course development functions by increasing their skills of analysis and evaluation.

3. To augment the police instructors' understanding of the principles of learning and behavior change in trainees.

4. To increase the police instructors' abilities in selecting and utilizing training methods and techniques to bring about learning and development in trainees.

5. To contribute to the police instructors' skill development in areas of oral communication, listening, and problem-solving.

6. To create in the police instructor a practice of critically evaluating his instructional practices and police training programs in general with a view toward increased professionalism.

Appendix D

POLICE INSTRUCTORS' SEMINAR ON TRAINING
FIRST WEEK, MAY 5 - 11, 1968 - CENTER OF ADULT EDUCATION

	8:30 - 10:00	10:30 - 12:00	1:30 - 3:00	3:00 - 5:00	7:00 - 9:15
SUNDAY MAY 5				Registration 5:00 Reception 6:00 Dinner	Orientation
MONDAY MAY 6	ATTITUDES TOWARD POLICE INSTRUCTION - Ray McCain	ATTITUDES TOWARD POLICE INSTRUCTION - Ray McCain	UNDERSTANDING HUMAN BEHAVIOR- Carl Schramm	FACTORS OF LEARNING, MOTIVATION & BEHAVIOR CHANGE - Carl Schramm	"EFFECTIVE LISTENING"(an audio-lingual program) - John Kerig
TUESDAY MAY 7	HISTORY OF POLICE INSTRUCTION - Norm Kassoff	EDUCATIONAL METHODS - Don Deppe	ORAL COMMUNICATION: THE BASIC PRINCIPLES- Al Frank	TRAINING TECHNIQUES: BRINGING ABOUT BEHAVIOR CHANGE- Ray McCain	WORK SESSION
WEDNESDAY MAY 8	USING PROGRAMMED INSTRUCTION: PRACTICE SESSION - Ron Taylor	USING PROGRAMMED INSTRUCTION: PRACTICE SESSION & EVALUATION - Ron Taylor	AUDIO-VISUAL TECHNIQUES - Carl Schramm	USING THE FILM: PRACTICE SESSION- Carl Schramm	
THURSDAY MAY 9	USING THE LECTURE-DISCUSSION METHOD: PRACTICE SESSION - Ray McCain	USING THE LECTURE-DISCUSSION METHOD: PRACTICE SESSION Ray McCain & Staff	USING THE LECTURE-DISCUSSION METHOD: PRACTICE SESSION - Ray McCain & Staff	PRINCIPLES OF GROUP INTERACTION FOR LEARNING AND DEVELOPMENT - Ray McCain	"EFFECTIVE LISTENING" - John Kerig
FRIDAY MAY 10	TEACHING BY DEMONSTRATION - Irv Linkow	GROUP INTERACTION: THE CASE METHOD - Ray McCain & Staff	GROUP INTERACTION: ROLE PLAYING & SIMULATION - Ray McCain & Staff	APPLICATION OF LEARNING - Don Maley	TEACHING THE BASIC RECRUIT TRAINING COURSE INNOVATIVE APPROACHES - Ray McCain
SATURDAY MAY 11	ASSIGNMENTS FOR ON-THE-JOB PRACTICE - Ray McCain	EVALUATION OF THE FIRST WEEK	ADJOURN - 12:00 Noon		

Appendix D

POLICE INSTRUCTORS' SEMINAR ON TRAINING

SEMINAR AGENDA

First Week, May 5 - 11, 1968, Center of Adult Education, University of Maryland; College Park, Maryland

Sunday - May 5

3:30 - 5:00 p.m.	Registration
5:00 p.m.	Reception
6:00 p.m.	Dinner
7:00 p.m.	Orientation

Monday - May 6

8:30 a.m. — ATTITUDES TOWARD POLICE INSTRUCTION - Ray McCain, University of Maryland

Session Objectives:

To bring about an awareness that the participants' colleagues do not have the same attitudes and opinions as they.
To diminish the participants' confidence in their ability to communicate personal attitudes and opinions, and to convince others.
To contribute to the participants' ability to maintain interaction with a person who shares opposing attitudes.
To establish in the participants' understanding that attitudes, opinions and beliefs strongly influence how a person acts.
To motivate the participants to re-evaluate many of their attitudes in light of more objective observations and facts.

10:00 a.m. — Coffee Break

10:30 a.m. — ATTITUDES TOWARD POLICE INSTRUCTION (continued)

12:00 noon — Luncheon

1:30 p.m. — UNDERSTANDING HUMAN BEHAVIOR - Carl Schramm, University of Maryland

Session Objectives:

To develop a general understanding in the participants' minds of the basic behavioral characteristics of the individual human being.
To firmly establish the opinion that human behavior is more dependent upon learning and less regulated by instinct or other innate behavioral predispositions.
To make the participants more "behavior centered" than "subject matter centered" in their approach to teaching.

3:30 - 5:00 p.m. FACTORS OF LEARNING, MOTIVATION & BEHAVIOR CHANGE - Carl Schramm

Session Objectives:

To enlarge the participants' concept of "learning as behavior change."
To provoke clear understanding of the principles of motivation which apply in the instructional-learning situation.
To actuate the participants to utilize their understanding of human behavior and motivation in their instruction.

6:00 p.m. Dinner

7:00 p.m. EFFECTIVE LISTENING - John Kerig

Session Objectives:

To strengthen the participants' attitude that listening is important in interaction with people.
To generate effort from the participants to become more effective listeners.
To improve the participants' listening ability.

Tuesday - May 7

8:30 a.m. HISTORY OF POLICE INSTRUCTION - Norm Kassoff

Session Objectives;

To extend the participants' frame of reference for police instruction.
To instill pride in the police instructors who identify with a function which makes a worthwhile contribution to law enforcement and the community at large.
To challenge the participants to improve their abilities as instructors and to strive to make unique contributions in police education.

10:00 a.m. Coffee Break

10:30 a.m. EDUCATIONAL METHODS - Don Deppe

Session Objectives:

To widen the participants' concepts of various educational methods.
To enable the participants to improve on methods currently used.
To actuate the participants to experiment with one or two new methods when they complete this seminar.

12:00 noon — Luncheon

1:30 p.m. — ORAL COMMUNICATION: THE BASIC PRINCIPLES - Al Frank

Session Objectives:

To deepen the participants' understanding of face-to-face communication as a proc
consisting of many variables which must be considered if the process is to oper
effectively.
To build in the participants a set of common symbols (terms) for the variables of or
communication which, when referred to later, will evoke similar meanings.
To make the participants more listener-centered in their communicative situations.

3:00 p.m. — Coffee Break

3:30 p.m. — TRAINING TECHNIQUES: BRINGING ABOUT BEHAVIOR CHANGE -
Ray McCain

Session Objectives:

To widen the participants' concepts of various training techniques.
To enable the participants to improve on techniques currently used.
To actuate the participants to experiment with three to five new techniques when t
complete this seminar.

6:00 p.m. — Dinner

7:00 p.m. — WORK SESSION

Wednesday - May 8

8:30 a.m. — USING PROGRAMMED INSTRUCTION: PRACTICE SESSION -
Ron Taylor

Session Objectives:

To make the participants familiar with the educational philosophy of programmed
instruction.
To convince them of the fundamental value of the educational technique in general
To acquaint them with the published programmed instructional material in law
enforcement and the organization which are preparing and/or publishing this
material.

10:00 a.m. Coffee Break

10:30 a.m. USING PROGRAMMED INSTRUCTION: PRACTICE SESSION (continued)

12:00 noon Luncheon

1:30 p.m. AUDIO-VISUAL TECHNIQUES - Carl Schramm

Session Objectives:

To produce clear understanding of the various types of audio-visual aids available today in terms of their potential utilitarian value in police instruction.
To enlarge the participants' concepts of the range of possibilities in utilizing audio-visual aids in instruction.
To motivate the participants to experiment with various aids in order to improve instruction.

3:00 p.m. Coffee Break

3:30 p.m. USING THE FILM: PRACTICE SESSION - Carl Schramm

Session Objectives:

To generate a greater interest in the use of films in instructional programs.
To develop an appreciation for the wise selection of films and the skillful employment of films in instruction.

6:00 p.m. Dinner

Thursday - May 9

8:30 a.m. USING THE LECTURE-DISCUSSION METHOD: PRACTICE SESSION - Ray McCain

Session Objectives:

To improve the participants skill in using the lecture-discussion technique.
To develop sensitivity in listening to lectures and becoming involved in class discussion.

10:00 a.m. Coffee Break

10:30 a.m. USING THE LECTURE-DISCUSSION METHOD: PRACTICE SESSION - Ray McCain & Staff

Appendix D

12:00 noon — Luncheon

1:30 p.m. — USING THE LECTURE-DISCUSSION METHOD: PRACTICE SESSION - Ray McCain & Staff (continued)

3:00 p.m. — Coffee Break

3:30 p.m. — PRINCIPLES OF GROUP INTERACTION FOR LEARNING AND DEVELOPMENT - Ray McCain

Session Objectives:

To bring about a greater awareness of the potential of teaching by means of creating of creating trainee interaction activities.
To intensify interest in the case and incident method and role playing and simulation activities.

6:00 p.m. — Dinner

7:00 p.m. — EFFECTIVE LISTENING - John Kerig

Friday - May 10

8:30 a.m. — TEACHING BY DEMONSTRATION - Irv Linkow

Session Objectives:

To enable the participants to make better use of the lecture-demonstration technique in their instruction.
To establish in the participants the practice of careful advanced planning of demonstrations which takes into consideration the various contingencies which may affect the actual presentation.

10:00 a.m. — Coffee Break

10:30 a.m. — GROUP INTERACTION: THE CASE METHOD - Ray McCain & Staff

Session Objectives:

To increase the participants abilities to develop and conduct case study exercises.

12:00 noon — Luncheon

1:30 p.m. — GROUP INTERACTION: ROLE PLAYING AND SIMULATION - Ray McCain & Staff

Session Objectives:

To increase the participants' abilities to develop and conduct role playing and simulation activities.

3:00 p.m. — Coffee Break

3:30 p.m. — APPLICATION OF LEARNING - Don Maley

Session Objectives:

To assist the participants with advice on how to prepare learning experiences which will most likely assure the desired behavior change required for on-the-job function
To convince the participants to determine their ultimate effectiveness by their trainees' performance on the job.

6:00 p.m. — Dinner

7:00 p.m. — TEACHING THE BASIC RECRUIT TRAINING COURSE: INNOVATIVE APPROACHES - Ray McCain

Session Objectives:

To acquaint the participants with the various ways the recruit training course may be conducted.
To stimulate interest in increased experimentation and exploration in teaching.

Saturday - May 11

8:30 a.m. — ASSIGNMENTS FOR ON-THE-JOB PRACTICE - Ray McCain

10:00 a.m. — Coffee Break

10:30 a.m. — EVALUATION OF THE FIRST WEEK

12:00 noon — ADJOURN

Appendix D

POLICE INSTRUCTORS' SEMINAR ON TRAINING
SECOND WEEK, May 26 - June 1, 1968 - Donaldson-Brown Center

	8:30 - 10:00	10:30 - 12:00	1:30 - 3:00	3:30 - 5:00	7:00 - 9:15
SUNDAY May 26			REGISTRATION Reception, 5:00 Dinner, 6:00		[illegible]
MONDAY May 27	GROUP PROBLEM-SOLVING - Ray McCain	POLICE TRAINING PROBLEMS: COMMITTEE SESSIONS	POLICE TRAINING PROBLEMS: COMMITTEE SESSIONS AND REPORTS	[illegible] TRAINING NEEDS - Richard Kohler	[illegible]
TUESDAY May 28	DESIGNING THE TRAINING CURRICULUM - Richard Kohler	DEVELOPING OBJECTIVES AND LESSON PLANS - Richard Kohler	TESTING AND EVALUATION - [illegible]	TESTING AND EVALUATION - [illegible]	[illegible]
WEDNESDAY May 29	[illegible]	[illegible]	THE ROLES OF [illegible]		
THURSDAY May 30	[illegible]	[illegible]	[illegible]		[illegible]
FRIDAY May 31	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
SATURDAY June 1	[illegible]	[illegible]	[illegible]		

Appendix D

POLICE INSTRUCTORS' SEMINAR ON TRAINING

SEMINAR AGENDA

Second Week, May 26 - June 1, 1968, Donaldson-Brown Center, Port Deposit, Maryland

Sunday - May 26

1:30 - 3:00 p.m.	Registration
5:00 p.m.	Reception
6:00 p.m.	Dinner
7:00 p.m.	SUMMARY OF WRITTEN REPORTS GROUP SESSION: SHARING EXPERIENCES - Ray McCain

Monday - May 27

8:30 a.m. GROUP PROBLEM-SOLVING - Ray McCain

Session Objectives:

To broaden the participants' understanding of the group problem-solving process.
To increase their ability to function productively in a group problem-solving situation.

10:00 a.m. Coffee Break

10:30 a.m. POLICE TRAINING PROBLEMS: COMMITTEE SESSIONS AND REPORTS

Session Objectives:

To establish a relationship between the theory of group problem-solving and the real problems of police training.
To bring about proposed solutions to some police training problems.
To motivate the participants to implement these solutions or to continue to probe for solutions in a systematic method.

12:00 noon Luncheon

1:30 p.m. POLICE TRAINING PROBLEMS (continued)

3:00 p.m. Coffee Break

3:30 p.m. ANALYZING TRAINING NEEDS - Richard Kohler, FBI

Session Objectives:

To motivate the participants to attempt more thorough and exact studies of the needs of their trainees in order to formulate the subjects in the recruit course and the lesson plans for each class session.
To develop an understanding of the basic principles of analyzing the behavior of trainees which must be changed or maintained by a training program.
To provide a working knowledge of two or three specific tools or techniques of trainee analysis which can be applied in the participants' training programs.

6:00 p.m. Dinner

7:00 p.m. WORK SESSION: WRITING CASES & INCIDENTS

Tuesday - May 28

8:30 a.m. DESIGNING THE TRAINING CURRICULUM - Richard Kohler

Session Objectives:

To provoke critical thinking about the nature of police training in general and, specifically, the curriculum of the departments and academies in which the participants work.
To contribute to the participants' understanding of the principles of curriculum building and curriculum change as they pertain to police training.
To actuate the participants to initiate curriculum change in the next year, based on conclusions drawn from the analysis of needs.

10:00 a.m. Coffee Break

10:30 a.m. DEVELOPING OBJECTIVES AND LESSON PLANS - Richard Kohler

Session Objectives:

To build in the participants the appropriate attitudes and necessary knowledge for them to prepare and follow curriculum and course objectives which reflect a behavioral philosophy of education.
To convince the participants of the value of lesson plans.
To get the participants to be more efficient in the preparation of lesson plans and more capable in utilizing them in their instruction.

12:00 noon Luncheon

1:30 p.m. TESTING AND EVALUATION - Nelson Watson, IACP

Session Objectives:

To augment the participants' understanding of testing and evaluation.
To instill in the participants a desire to create and utilize more thorough and objective means of judging their trainees.
To provoke a working knowledge of two or three unfamiliar approaches to testing which the participants can use in their training programs.

3:00 p.m. Coffee Break

3:30 p.m. TESTING AND EVALUATION (continued)

6:00 p.m. Dinner

7:00 p.m. Reading

Wednesday - May 29

8:30 a.m. CASE AND INCIDENT MATERIALS

Session Objectives:

To provide more competence in the preparation of and the utilization of case and incident (including role playing) materials in police training subjects.
To stimulate participants to use more involvement techniques in their recruit training course.

10:00 a.m. Coffee Break

10:30 a.m. CASE AND INCIDENT MATERIALS (continued)

12:00 noon Luncheon

1:30 p.m. THE PLACE OF TRAINING IN THE POLICE ORGANIZATION - Norman Pomrenke, Baltimore City P.D.

Session Objectives:

To establish an appreciation for the role which police instruction is playing and/or can play in the police organization in general and, specifically, the various segments of the organization.
To enable the participants to perceive police training as more than "making cogs" which contribute to the smooth running of a machine (police organization)--training of a policeman for his own realization of potential and personal worth should also be a role of police education.

Thursday - May 30

8:30 a.m. PRACTICE TRAINING SESSION

Session Objectives:

To formulate twenty-one lesson plans on various subjects in the recruit training course.
To increase the participants' capability in conducting lecture-discussion segments of the recruit training course.

10:00 a.m. Coffee Break

10:30 a.m. PRACTICE TRAINING SESSION (continued)

12:00 noon Luncheon

1:30 - 3:00 p.m. PRACTICE TRAINING SESSION (continued)

7:00 p.m. WORK SESSION: DRAFT OF CHANGES IN PRESENT TRAINING PROGRAMS

Session Objectives:

To produce a proposal of change in the standard recruit training course in terms of its objectives, content, format, methods and techniques of instruction and testing and evaluation.
To motivate the participants to strive to change their recruit training course in accordance with the suggestions stemming from this session.

Friday - May 31

8:30 a.m. MINIMUM STANDARDS FOR POLICE INSTRUCTORS: COMMITTEE SESSIONS

10:00 a.m. Coffee Break

10:30 a.m. MINIMUM STANDARDS FOR POLICE INSTRUCTORS - Leo Culloo, New Jersey Dept. of Law & Public Safety

Session Objectives:

To enlarge on the participants' creative thinking about minimum standards for police instructors.
To formulate a precise list of standards by which police instructors can be evaluated.
To get the participants to increase their personal expectation of what a police instructor should be and to strive for more effective teaching.

12:00 noon — Luncheon

1:30 p.m. — MINIMUM STANDARDS - Leo Culloo

Session Objective;

To establish in the participants an understanding of the fundamental characteristics of the recruit training course.

3:00 p.m. — Coffee Break

3:30 p.m. — SEMINAR EVALUATION: COMMITTEE SESSIONS AND WRITTEN EVALUATION - Ray McCain

6:00 p.m. — Dinner

7:00 p.m. — SEMINAR SUMMARY - Ray McCain

Session Objectives:

To bring about a coherent concept of the two-week seminar.
To provike shared evaluations of what the seminar has meant to each participant in terms of behavior change.
To assist the participants to internalize disturbing experiences which they experienced in the seminar.

Saturday - June 1

8:30 a.m. — SELF-DEVELOPMENT: TOWARD INCREASED PROFESSIONALISM - Drexel Sprecker, Leadership Resources Inc.

Session Objectives:

To evoke from the participants clear expression of their weaknesses and strengths as police instructors.
To provoke the participants to seek advice and counsel from each other and Drex Sprecker on specific ways their weaknesses may be corrected.
To persuade each participant to make a more thorough self-appraisal and inaugurate a plan for self-development in the months to come.
To build an interest in the participants to contribute toward increased professionalism for police instruction.

10:00 a.m. — Coffee Break

10:30 a.m. — SELF-DEVELOPMENT (continued)

12:00 noon — Luncheon and Awarding of Certificates

1:30 p.m. — ADJOURN

APPENDIX E

Evaluation of First Seminar: Participants'

POLICE INSTRUCTORS' SEMINAR ON TRAINING

First Week
May 5 - 11, 1968

Appendix E

Instructor Evaluation Results

The participants considered the following two questions with regard to each instructor. In the columns on page 2, they wrote the response number which they considered appropriate for each instructor on both questions.

Question #1

To what extent did the instructor grasp or understand your teaching situation (As indicated by your contacts with him in sessions and in informal discussions)?

1 - excellent understanding
2 - good understanding
3 - average understanding
4 - fair understanding
5 - poor understanding

Question #2

To what extent did the instructor prepare and conduct his session(s) to meet your personal needs as a police instructor?

1 - excellent preparation and conduct
2 - good preparation and conduct
3 - average preparation and conduct
4 - fair preparation and conduct
5 - poor preparation and conduct

INSTRUCTORS	Question 1	Question 2
Deppe	3.2	3.1
Frank	2.8	2.7
Kassoff	2.1	2.2
Kerig	2.5	2.6
Linkow	2.3	2.2
Maley	1.6	1.2
McCain	1.1	1.4
Schramm	2.2	2.1
Taylor	2.5	2.2
Overall	2.2	2.2

Appendix E

Instructor Evaluation Results
Page 2

First Week
May 5-11, 1968

The following are significant comments which the participants made about specific instructors:

-The great majority of speakers should acquaint themselves with police department problems.
-Pleased with quality of all instructors.
-Very impressed with Maley.
-Association between instructors and class was very good.
-Didn't see value of Schramm's lecture till the next day.
-Impressed with the lecture on visual aids by Dr. Maley.
-McCain, Maley and Schramm were only instructors who seemed to know our position.
-More use of Kassoff.
-Taylor should be used more.
-Linkow was very good in ability to ease tension and reinforce confidence.
-Dr. Deppe appologized for being an instructor and I shut him off.
-Dr. Frank did not follow objectives.
-Schramm, McCain, Maley and Kerig are men that I am proud to know.

First Week
May 5-11, 1968

POLICE INSTRUCTORS' SEMINAR ON TRAINING

Appendix E

Objectives Evaluation Results

The objectives of the program which relate to operative behavior, i.e., action or doing behavior, cannot be evaluated with a paper and pencil form. The objectives which relate to attitude change or knowledge change can, however.

The participants were asked to complete this form giving their estimate of personal change as a result of the seminar. The objectives were followed by a 10-point scale. They circled the point on the scale which indicated the extent to which the objective was met or realized in the program. Listed in the right-hand column next to each objective is the mean for that objective.

1.	To bring about an awareness that the participants' colleagues do not have the same attitudes and opinions as they.	7.0
2.	To establish in the participants' understanding that attitudes, opinions, and beliefs strongly influence how a person acts.	8.4
3.	To motivate the participants to re-evaluate many of their attitudes in light of more objective observations and facts.	8.8
4.	To develop a general understanding in the participants' minds of the basic behavioral characteristics of the individual human being.	7.7
5.	To firmly establish the opinion that human behavior is more dependent upon learning and less regulated by instinct or other innate behavioral predispositions.	7.6
6.	To enlarge the participants' concept of "learning as behavior change."	8.4
7.	To provoke clear understanding of the principles of motivation which apply in the instructional-learning situation.	7.8
8.	To strengthen the participants' attitude that listening is important in interaction with people.	6.9
9.	To instill pride in the police instructors who identify with a function which makes a worthwhile contribution to law enforcement and the community at large.	8.2
10.	To widen the participants' concepts of various educational methods.	8.7

Objectives Evaluation Results
Page 2

First Week
May 5-11, 1968

Appendix E

11.	To deepen the participants' understanding of face-to-face communication as a process consisting of many variables which must be considered if the process is to operate effectively.	8.2
12.	To widen the participants' concepts of various training techniques.	8.4
13.	To make the participants familiar with the educational philosophy of programmed instruction.	7.6
14.	To produce clear understanding of the various types of audio-visual aids available today in terms of their potential utilitarian value in police instruction.	7.7
15.	To enlarge the participants' concepts of the range of possibilities in utilizing audio-visual aids in instruction.	8.0
16.	To generate a greater interest in the use of films in instructional programs.	7.0
17.	To develop an appreciation for the wise selection of films and the skillful employment of films in instruction.	7.5
18.	To bring about a greater awareness of the potential of teaching by means of creating trainee interaction activities.	8.7
19.	To intensify interest in the case and incident method and role playing and simulation activities.	7.8
20.	To increase the participants' abilities to develop and conduct case study exercises.	7.0
21.	To increase the participants' abilities to develop and conduct role playing and simulation activities.	7.7
22.	To assist the participants with advice on how to prepare learning experiences which will most likely assure the desired behavior change required for on-the-job functions.	7.2
23.	To convince the participants to determine their ultimate effectiveness by their trainees' performance on the job.	8.0
24.	To acquaint the participants with the various ways the recruit training course may be conducted.	7.2

Objectives Evaluation Results
Page 3

First Week
May 5-11, 1968

Appendix E

25. To stimulate interest in increased experimentation and exploration in teaching.	9.7
OVERALL AVERAGE	7.9

POLICE INSTRUCTORS' SEMINAR ON TRAINING

First Week
May 5-11, 1968

General and Program Evaluation Results

Appendix E

In General

1. How worthwhile was the seminar for you?

21	very worthwhile
0	fairly worthwhile
0	not very worthwhile
0	a waste of time

2. The seminar had:

7	too much theory and not enough practical.
2	too much practical and not enough theory.
12	about the right combination of theory and practice.

3. The seminar has acquainted me with:

16	many new ideas.
5	some new ideas.
0	very few new ideas.
0	no new ideas.

4. In terms of personal changes in your future police instruction, this institute will probably produce:

10	many new practices.
11	some new practices.
0	very few new practices.
0	no new practices.

How the Seminar Was Conducted

5. On the whole, the seminar was conducted:

17	very well.
4	fairly well.
0	poorly.
0	very poorly.

6. Lecture and discussion:

5	too much lecture.
0	too much discussion.
16	about the right amount of each.

Appendix E

7. Resource people:

2	too many from the University.
0	too many from the police community.
19	O.K.

8. Visual aids:

3	not enough movies, charts, etc.
0	too much use of demonstrations, blackboards, movies, charts etc.
18	O.K.

9. Reading material:

3	not enough reading.
1	too much reading.
17	O.K.

10. Practice Sessions:

15	excellent learning experience.
0	waste of time.
6	O.K.

11. Please read all of the following statements. Then, check those that state how you feel about the seminar as a whole.

7	a. It has some merits.
3	b. It was not exactly what I needed.
16	c. It provided the kind of experience I can apply to my own situations.
0	d. It was a complete waste of time.
0	e. I am not taking any new ideas away.
1	f. It was too general.
18	g. It solved some problems for me.
5	h. Exactly what I wanted.
0	i. It was very poorly planned.
0	j. I didn't learn a thing.
0	k. It was neither very good nor very poor.
8	l. I think it served its purpose.
1	m. It was fair.
17	n. It helped me personally.
0	o. It didn't hold my interest.
9	p. It was one of the most rewarding experiences I have ever had
0	q. It was too superficial.
1	r. I was mildly disappointed.

General and Program Evaluation Results
Page 3

First Week
May 5 - 11, 1968

Appendix E

12. In terms of helpfulness to you as a police instructor, how important was each of the following sessions?

	Very Important	Important	Unimportant	Very Unimportant
Attitudes Toward Police Instruction	13	7		
Understanding Human Behavior	15	5		
Factors of Learning & Behavior Change	12	7	1	
Effective Listening	3	11	7	
Motivation & Learning	13	7		
Educational Methods	10	9		
Teaching Techniques	17	4		
Oral Communication	11	9		
Using Programmed Instruction	9	10	1	
Audio-Visual Techniques	15	5	1	
Using the Film	7	10	3	
Using Lecture Discussion	10	10	1	
Principles of Group Interaction	13	8		
Teaching by Demonstration	16	5		
Principles of Transfer	18	3		
Group Interaction				
Teaching the Basic Recruit Course	13	8		
Assignment for on-the-job Practice				

13. Please list three of your main problems with police instruction.

Use of Aids	6	Administration of Instruction	2
Time in Class	1	Evaluation of Course	5
Preparation Time	7	Facilities	1
Presentation	1	Confidence	6
Curriculum Planning	5	Speaking	3

14. Comments or suggestions for the program:

-more interaction discussion.
-excellent course
-all instructors should be required to attend
-more time on organization and management of recruit classes
-do away with night hours
-more IACP personnel
-eliminate long hours
-less freedom after class
-more discussion
-more instruction in "Effective Listening"
-more practice speaking
-course should be longer

First Week
May 5-11, 1968

POLICE INSTRUCTORS' SEMINAR ON TRAINING

Appendix E

Results of the Opinionnaire on the Center of Adult Education

1. Personnel at Center Lodging Desk -

Excellent	1	Cooperative	2
Very Good	4	Very Accommodating	1
Good	3	Competent	1
OK	1	A bit gruff	1
Fair	2		
Polite & Helpful	3		

2. Personnel at Registration Desk -

Excellent	1	Cooperative	1
Very Good	5	Friendly	1
Good	2	Hlepful	3
OK	1	Competent	1
Fair	1		
Informative	1		

3. Bedrooms at Center -

Excellent	3	Too small	1
Very Good	5	Impressed	1
Good	2	Plush	1
OK	1	Relaxing	1
Comfortable & Adequate	4	Refreshing Atmosphere	1

4. Conference Rooms at Center -

Excellent	1	Air conditioning makes too much noise	1
Very Good	2	Ventilation & lighting bad	1
Good	3	Competent	1
I like windows	1		
Heritage too large	8		

5. Center of Adult Education in General (all aspects except bedrooms and conference rooms) -

Excellent	1	Impressive	5
Very Good	4	Very Nice	1
Good	2	Beautiful	1
Very Adequate	1	Not enough facilities	1
In keeping with the purpose of the business conducted	1	Well laid out	2
		Effective atmosphere	1

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6. Meals at Center -

Excellent	2	Lunch too big	1
Very Good	7	Not very appetizing	1
Good	1	Wonderful	1
OK	1	Selection limited	1
Poor	1		
Bad News	1		

POLICE INSTRUCTORS' SEMINAR ON TRAINING

Appendix E

Instructor Evaluation Results

The participants considered the following two questions with regard to each instructor. In the columns on page 2, they wrote the response number which they considered appropriate for each instructor on both questions.

Question #1

To what extent did the instructor grasp or understand your teaching situation (as indicated by your contacts with him in sessions and in informal discussions)?

1 - excellent understanding
2 - good understanding
3 - average understanding
4 - fair understanding
5 - poor understanding

Question #2

To what extent did the instructor prepare and conduct his session(s) to meet your personal needs as a police instructor?

1 - excellent preparation and conduct
2 - good preparation and conduct
3 - average preparation and conduct
4 - fair preparation and conduct
5 - poor preparation and conduct

INSTRUCTORS	Question 1	Question 2
Culloo	2.59	2.84
Kohler	1.68	1.61
McCain	1.84	1.55
Pomrenke	1.78	1.47
Watson	2.47	2.42
Sprecher	2.10	2.40
Overall	2..08	2.05

POLICE INSTRUCTORS' SEMINAR ON TRAINING

Second Week
5/26 - 6/1

Appendix E

Objectives Evaluation Results

The objectives of the program which relate to operative behavior, i.e., action or doing behavior, cannot be evaluated with a paper and pencil form. The objectives which relate to attitude change or knowledge change can, however.

The partici;ants were asked to complete this form giving their estimate of personal change as a result of the seminar. The objectives were followed by a 10-point scale. They circled the point on the scale which indicated the extent to which the objective was met or realized in the program. Listed in the right-hand column next to each objective is the mean for that objective.

1.	To broaden the participants' understanding of the group problem-solving process.	7.1
2.	To establish a relationship between the theory of group problem-solving and the real problems of police training.	6.8
3.	To bring about proposed solutions to some police training problems.	6.9
4.	To develop an understanding of the basic principles of analyzing the behavior of trainees which must be changed or maintained by a training program.	6.7
5.	To provide a working knowledge of two or three specific tools or techniques of trainee analysis which can be applied in the participants' training programs.	6.7
6.	To provoke critical thinking about the nature of police training in general, and specifically, the cirriculum of the departments and academies in which the participants work.	7.6
7.	To contribute to the participants' understanding of the principles of curriculum building and curriculum change as they pertain to police training.	7.1
8.	To build in the participants the appropriate attitudes and necessary knowledge for them to prepare and follow curriculum and course objectives which reflect a behavioral philosophy of education.	6.8
9.	To convince the participants of the value of lesson plans.	7.4
10.	To augment the participants' understanding of testing and evaluation.	6.3
11.	To instill in the participants a desire to create and utilize more thorough and objective means of judging their trainees.	7.2

Objectives Evaluation Results
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12.	To provoke a working knowledge of two or three unfamiliar approaches to testing whih the participants can use in their training programs.	5.8
13.	To establish an appreciation for the role which police instruction is playing and/or can play in the police organization in general and, specifically, the various segments of the organization.	7.1
14.	To enable the participants to perceive police training as more than "making cogs" which contribute to the smooth running of a machine (police organization)--training of a policeman for his own realization of potential and personal worth should also be a role of police education.	7.6
15.	To enlarge on the participants' creative thinking about minimum standards for police instructors.	7.5
16.	To get the participants to increase their personal expectation of what a police instructor should be and to strive for more effective teaching.	7.5
17.	To establish in the participants an understanding of the fundamental characteristics of the recruit training course.	5.2
18.	To bring about a coherent concept of the two-week seminar.	7.7
19.	To evoke from the participants clear expression of their weaknesses and strengths as police instructors.	6.7
20.	To provoke the participants to seek advice and counsel from each other and Drex Sprecker on specific ways their weaknesses may be corrected.	5.5
21.	To persuade each participant to make a more thorough self-appraisal and inaugurate a plan for self-development in the months to come.	7.4
22.	To build an interest in the participants to contribute toward increased professionalism for police instruction.	7.4
	OVERALL AVERAGE	6.9

POLICE INSTRUCTORS' SEMINAR ON TRAINING

Second Week
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General and Program Evaluation Results

Appendix E

In General

1. How worthwhile was the seminar for you?

21	very worthwhile
0	fairly worthwhile
0	not very worthwhile
0	a waste of time

2. The seminar had:

10	too much theory and not enough practical
1	too much practical and not enough theory
10	about the right combination of theory and practice

3. The seminar has acquainted me with:

16	many new ideas
4	some new ideas
0	very few new ideas
0	no new ideas

4. In terms of personal changes in your future police instruction, this institute will probably produce:

12	many new practices
8	some new practices
0	very few new practices
0	no new practices

How the Seminar Was Conducted

5. On the whole, the seminar was conducted:

17	very well
3	fairly well
0	poorly
0	very poorly

6. Lecture and discussion:

3	too much lecture
1	too much discussion
16	about the right amount of each

7. Resource People:

3	too many from the University
0	too many from the police community
18	O.K.

8. Visual Aids:

6	not enough movies, charts, etc.
0	too much use of demonstrations, blackboards, movies, charts, etc.
14	O.K.

9. Reading Material:

4	not enough reading
0	too much reading
16	O.K.

10. Practice Sessions:

17	excellent learning experience
0	waste of time
3	O.K.

11. Please read all of the following statements. Then, check those that state how you feel about the seminar as a whole.

6	a. It has some merits
0	b. It was not exactly what I needed.
15	c. It provided the kind of experience I can apply to my own situations.
0	d. It was a complete waste of time.
0	e. I am not taking any new ideas away.
0	f. It was too general.
17	g. It solved some problems for me.
0	h. Exactly what I wanted.
0	i. It was very poorly planned.
0	j. I didn't learn a thing.
0	k. It was neither very good nor very poor.
10	l. I think it served its purpose.
2	m. It was fair.
18	n. It helped me personally.
0	o. It didn't hold my interest.
10	p. It was one of the most rewarding experiences I have ever had.
0	q. It was too superficial.
0	r. I was mildly disappointed.

12. In terms of helpfulness to you as a police instructor, how important was each of the following sessions:

	Very Important	Important	Unimportant	Very Unimportant
Group Problem-Solving	12	8	1	
Police Training Problems	8	11	1	
Analyzing Training Needs	12	8		
Designing the Training Curriculum	11	8	2	
Developing Objectives & Lesson Plans	15	4		
Testing and Evaluation	11	8	1	
Case and Incident Materials	7	9	1	
The Place of Training in Police Organization	15	4	1	
Minimum Standards for Police Instructors	12	7	1	
Self-Development: Toward Increased Professionalism	8	3	2	

13. Please list three of your main problems with police instruction.

- Self evaluation.
- Seeking feedback.
- Being able to get away from notes.
- Control of lecturing.
- Designing the training curriculum.
- Self confidence.
- An ability to motivate students.
- Poor articulation.
- Lesson plans (3)
- Tendency toward booming delivery.
- Part-time as an instructor.
- Not enough time to research subjects.
- Need to establish a field evaluation form (training versus performance).
- The establishment of clearly defined unit.
- Testing and evaluation.
- Public speaking
- Lack of experience.
- Note-taking.
- Making a dull subject interesting.
- Lack of interest in top management positions.
- Lack of adequate budget.
- Lack of reception to new ideas on part of supervisors.
- Availability of best source material.
- Little interrelationship of departmental materials, lesson plans and so forth.
- Making the "old timers" realize the importance of training.
- Obtain feedback from field as to training needs.
- Evaluation of recruit programs.
- Effectively leading the group discussion.

13. continued

- Effectively using audio visuals.
- Preparation of facilities and equipment.
- Assistance in planning and in evaluation of programs.
- Inexperience, confidence, theory.
- Making test for evaluation.
- Shortage of visual aids.

14. Comments or suggestions for the program.

- More time speaking in front of a group.
- More committee sessions.
- Should use three weeks with less class time per day.
- More time on lesson plan preparation and presentation. (3)
- Give the course to the directors of the training academies.
- Reorganization of training personnel to fit the needs of the department.
- Develop a questionnaire for field personnel from which suggestions and comments may be obtained.
- Develop objectives in line with departmental objectives.
- This package should be at the Donaldson-Brown Center.
- More police authorities and educators rather than straight university personnel.
- The two-week break was good and the entire program was excellent.
- Utilization of a refresher program for the group and the development of plans for a new seminar.
- More practice sessions.
- Should be held at least annually.
- Should be a requirement for all police personnel who will be instructors.
- Tap those instructors who do not rate well on evaluations.

Second Week
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POLICE INSTRUCTORS' SEMINAR ON TRAINING

Appendix E

Results of the Opinionnaire on the Donaldson-Brown Center

What was your reaction to each of the following aspects of this facility:

1. Conference Rooms -

too dark (2)
cramped for space (1)
much better than at CAE (1)
excellent (4)
good (4)
facilitated a good working mood (2)
very good (2)
adequate (1)
too comfortable (1)
good atmosphere (1)

2. Meeting Rooms -

excellent (5)
very good (8)
inadequate lighting (1)
comfortable (1)
exceptionally nice (1)
too crowded (1)
far above expectations (1)
a different type of atmosphere that made us relax under conditions of learning (1)

3. Dining Facilities -

very good (5)
excellent (5)
very nice (1)
slightly crowded (1)
very good & enjoyable (1)
good (3)
home-style was perfect (1)
adequate (3)
the best (1)

4. Lounging Facilities -

excellent (2)
very good (6)
very nice (1)
perfect (1)
exceptionally nice (1)
favorably impressed (1)
adequate (1)
very comfortable (1)
satisfied (1)
greatly needed during first week (1)

5. Recreational Facilities -

excellent (8)
very good (4)
(less rain would help)
exceptionally nice (1)
favorably impressed (1)
more than ample to satisfy our needs (1)
good, but weather limited it (1)
OK but pool would have been nice (1)
could have been better (1)

6. General Atmosphere -

very relaxed - conducive to learning (1)
perfect (2)
excellent (5)
good (1)
created an "at home" feeling (1)
above average (1)
very pleasurable (1)
exceptionally nice (1)
very nice (1)
good for learning (1)
good - no room for improvement (1)

7. Meals -

excellent (2)
perfect (1)
maybe too large (1)
good (1)
over-rated (1)
I didn't care for the food although the milk was good (1)
average -- food was well prepared and there was plenty of it (1)
snacks were appreciated (1)
poor (1)
Monday and Tuesday good but Wednesday on was fair -- have sandwiches late at night (1)
For farm cooking the food was not good at all (rise like gravel) -- I may be the only one expressing this opinion but it is an honest one. (1)
Generally good but for a farm area a lot of it came out of a can. (1)

Appendix E

POLICE INSTRUCTORS' SEMINAR ON TRAINING - 1968

Total Evaluation Results

The total evaluation consisted of nine general questions related to the seminar content, objectives, operations and participant opinions. The participants were asked to complete the questions in statement form. Although not all questions were answered, the following appear to be representative of the evaluation.

1. One of the purposes of a "split seminar" was to give you a chance to apply and/or to think about the principles and techniques discussed in the first week. Please explain how you used this time interval to advance the objectives of the Police Instructors' Seminar. Be specific. Also, give your evaluation of the value of the split seminar versus two straight weeks.

-Two week split used to discuss principles learned and realized a need to revise present methods. It gave time to evaluate what I had learned plus time to apply some of the techniques.
- Unable to use it at all but good to convince instructor of worth of first week--should not be changed.
- Full of ideas for change after first week, but unable to apply except for lecture discussion with some success. Second week split is best as two weeks theory is too much for one time plus men being away from wives.
- Split good but unable to apply learning due to work--would continue to utilize since men may return to work and try out the first week's methods.
- Two weeks straight would be too much--we need the time to get used to some pretty new ways of doing things--I was very critical of my prior performance.
- I used the interval to try out lecture-discussion and group interaction plus gave me time to think about first week that I would not have had--the seminar would not have had the same impact if it was together.
- Unable to utilize learning but spent time pondering over it. It was valuable to those who could apply it.
- There was not sufficient time between the classes to implement changes. Also the first week dealt mainly with theory, when the second week was practical. I therefore did not see any advantage of the split. The classes could have been run for two straight weeks.
- Am for split seminar--I didn't teach but I did think about the seminar.
- Good. I took a close look at my old habits and my classroom demeanor in general. Read through the handout material and thought how I might best apply the principles I had learned. Split sessions are good due to time to reflect plus get caught up at the office.
- Should stay as is because can evaluate self.
- I was able to go over the program with my chief of police, allowing me to generate my thoughts and ideas. I took back a list of 15 ideas after the first week. The second week has gone over four pages. What luck I have in implementation is unknown at this time.

- Made my chief acquainted with our objectives and tried to convey the great importance and value of this type of training for all police personnel that will do any instructing. I ordered visual aids - 16mm movie projector. overhead projector, slide projector, etc. The program was much more effective by using the two week interval in between the sessions. This gives some time necessary to realize what you have received. I definitely favor the split.
- The application process was a waste of time, the reason being we had no training session during the interval. This was frustrating.
- I prefer the split seminar plan and thoroughly enjoyed and benefited from it. I am not an instructor as some of my time was used in the library during the interval getting material for my lesson plan.

2. <u>One of the major concerns of this seminar was to apply teaching techniques to actual police instruction situations.</u>

<u>A.</u> <u>What material have you found to be impractical (be general)</u>?

- effective listening (5)
- none (7)
- I did not teach
- It all had a degree of practicality
- Too much theory the first week
- Role playing -- too much time needed to implement
- Minimum Standards for Recruit Training Course
- Possible committee sessions to discuss the problem
- none was impractical
- Lecture discussion
- Lecture demonstration

<u>B.</u> <u>What material have you found most practical (be general)</u>?

- Committee and practice sessions
- Role situations
- All - especially personal involvement
- Slide projector, overhead, sheet board, black board, everything
- I did not teach
- Use of visual aids, instructional programs, recruit program, content, standards, etc.
- Audio visual, lecture-discussion and group interaction, teaching by demonstration, application of learning, oral communication, role playing.
- Training needs, class participation, group problem-solving, class question and answer, training course, lesson plans, self-development, Don Maley's class on application of learning (he showed us many specific visual aids that we might use)

2.

B. What material have you found most practical? (continued)

- all was functional
- Leading discussion
- Being a participant in lecture and discussion
- Flip board - chalk board
- outline for problem solving
- Use of pretest
- Testing
- Police Training in New Jersey

3. It was the responsibility of Ray McCain as Project Director to coordinate with representatives of the Maryland Police Training Commission in conducting a preliminary study of your training needs to plan the seminar program, select instructors, orient the instructors and conduct a seminar evaluation. Please evaluate him in terms of his fulfillment of these responsibilities.

- Ray was outstanding but Don Deppe was not too prepared plus half time of effective listening.
- Ray is very creative, was interested and fulfilled his duties.
- His interest in us was its success.
- Could have been better, but on the whole very good.
- Everybody must get their feet wet.
- I wish he were in charge of my training program.
- Job well done.
- Ray did well but next time will have to change some of the topics of instructors.
- Ray didn't get the best instructor for "minimum standards".
- Ray did an excellent job in all phases. I have never seen, as a group, better instructors. Ray should be commended for his choice.
- Perfect (2)
- For a first he was excellent, but in the future he should check for overlapping material.
- Excellent, all areas.
- Great!!!!
- Fulfilled all duties -- no criticism.
- Should use more police personnel that are more concerned and familiar with recruit and in-service training.

4. It was John Kerig's responsibility as Conference Coordinator to serve as the general coordinator and to handle administrative details of the seminar. Please evaluate him in terms of his fulfillment of these responsibilities.

- Outstanding
- Can't evaluate.

4. continued

- John's responsibilities have certainly been taken to heart. His role has also helped to make this program successful. Did very well.
- Fine job.
- We were kept well-informed both in person and through communication as to what was going on.
- Excellent (3)
- There must have been a lot of work involved in preparing a seminar of this kind due to many instructors and subjects.
- John is to be highly commended.
- Things seemed to run smoothly.
- Fine job, but effective listening not needed.
- Well coordinated.

5. <u>What changes would you make in the program if the Maryland Police Training Commission would like to conduct it again for another group of instructors? Be specific.</u>

- More practical demonstration on such subjects as accident investigation.
- More practice, teaching and demonstration.
- More movies showing proper and improper delivery.
- More attention to individual problems.
- Another in January, February and March.
- None (2)
- Too much time was wasted at Donaldson-Brown Center (2)
- Sock it to the next bunch. Committee sessions should fill a lot of free time.
- More practical application of instructional techniques, less emphasis on alcoholic beverages.
- Make a three week seminar with a two week break between each week.
- More audio visual (2)
- All at Donaldson-Brown.
- Not so much theory.
- Expand to three weeks.
- Drop Effective Listening (2), training in police organization, instructors' minimum standards, and course minimum standards (2).
- Add to objectives and lesson plan, testing and evaluation (more specific).

6. <u>In terms of your personal efforts to get the most out of what was provided during this seminar, evaluate yourself (check one).</u>

Excellent	2
Good	14
Average	2
Below Average	0
Poor	0

7. If you would like to personally be involved in additional seminars, what type of programs would you like to have an opportunity to attend? Be specific in terms of the length, subject areas and the needs which you would like the program to meet.

- Supervisor training.
- Knowledge of police work.
- My desire to participate is endless. How long and in what subject areas is immaterial.
- More criticism on speeches.
- More speeches five to ten minutes long.
- More planning and lesson plans. (3)
- Extend to three weeks but same program. (2)
- Audio visual for one week.
- Short seminars on subjects related to sociology, education and psychology.
- One week in mechanics (problems) of teaching.
- Would like a refresher course to bring back our problems within one year.
- Application to the professor.
- Police Science - one month course.
- Audio visual aids -- preparation of.
- Programmed learning.
- Development of complete training program.
- Evaluation of personnel.
- Public speaking.

8. Please evaluate both the Adult Education Center and the Donaldson-Brown Center in terms of appropriateness to the program.

preferred Donaldson-Brown 11
preferred CAE 2
50/50 7

The question was asked, "In future training programs, which of the following would you recommend -- Both weeks at Donaldson-Brown Center, Both weeks at the Center of Adult Education, One week at Center of Adult Education and one week at Donaldson-Brown Center." The above results also apply to this question.

9. In one sentence, summarize your current thinking about the seminar.

- Learned much and enjoyed it.
- Stimulating and challenging.
- I believe that I can truly do a better job because of it. (2)
- Excellent idea and should be continued.
- Very beneficial
- Most informative and practical.
- Helped very much and hope to attend again.
- It has been the most interesting course I have attended thanks to Ray McCain - a very sincere and interesting person.
- I wish I had attended a similar seminar a year ago. The seminar met its objectives.
- I hope I will become a proficient police instructor as a result of this training. I have learned many new concepts on the training and am anxious to become totally involved. Thank you for the chance to evaluate the program.
- A rewarding experience. (2)
- Eye-opening.
- Enlightening and educational.
- It gave me a far greater appreciation for the role I plan in my department and also an incentive in me to go back to do a better more professional job.

APPENDIX F

An Evaluation Report on the Police Instructors' Seminar on Training

Appendix F

AN EVALUATION REPORT ON THE POLICE INSTRUCTORS SEMINAR ON TRAINING

by

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Conferences & Institutes Division

September 22, 1968

Appendix F

The post evaluation of the "Police Instructors' Seminar on Training" was conducted with personal interviews over a three-week period. All participants were interviewed individually by a graduate assistant who took part in the planning, execution and evaluation of the program. The interviews were conducted privately at the participant's office or headquarters.

The interview was divided into eight basic areas:

I. General Opinion (Questions 1,2,3,4)

II. Problem Solving (Question 5)

III. Knowledge Changes (Questions 7,8,9,15)

IV. Behavior Changes (Questions 10,11,12,13,14)

V. Opinion Changes (Question 16)

VI. Technique Changes (Question 17)

VII. Quick Answer Overall (Question 18)

VIII. Post Seminar (Questions 19,20,21,22)

One participant was omitted because of traveling and time expenses.

The general opinion questions were basic evaluation questions which were also asked at the closing session. However, in the follow-up interview, an effort was made to probe into the "why" of each question.

Nineteen of the twenty interviewees rated the seminar as "very worthwhile." Six of these persons said that they had no previous knowledge of teaching and four felt that they were able to find out many of the technical skills in training. Others felt the seminar was very worthwhile because they were able to meet the "best People" from their profession, because they gained an understanding of the

"why of classroom teaching," and because they learned to center teaching on the student. The only person who said the seminar was "fairly worthwhile" felt that not enough time was given for an in-depth personal evaluation.

The interviewees were then asked to define "practical" and "theoretical" and to decide whether the seminar was "too theoretical," "too practical," or "about the right combination...." Two categories of definitions can be distinguished. First, five persons spoke of "practical" as "that which is designed for use" and theoretical as "that which is designed for explanation." The other fifteen participants spoke of "practical" as "information pertaining to or resulting from practice or action" and "theoretical" as "information pertaining to or resulting from discussion or explanation". From the first category, one person thought the seminar was "too practical" and four thought the "combination was about right." None said it was too "theoretical." From the second category, eight said the seminar was "too theoretical;" one said "too practical;" and six said the "combination of theory and practice was about right." These data are given in the chart below.

	Too Theoretical	Too Practical	Right Combination
Defined "Practical and Theoretical" in general terms (Category #1)	0	1	4
Defined Practical and Theoretical in terms of how the information was presented at the seminar (Category #2)	8	1	6

The general conclusion is that those participants who were critical of the theoretical aspect were speaking in terms of the amount of "practice" rather than

the practicability of the subject matter. All five persons who spoke of the practicability of the information were either satisfied with the content or requested more theory.

The most significant aspect of this question was that most participants could point to specific practical points which were beneficial. The most mentioned practical points and their frequencies of reference to them are listed below:

Visual Aids (8)
Lesson Plans (7)
Testing-Evaluation (4)
Group Discussion (4)
Speaking Ability (4)
Room Conditions (1)

It should be noted that these points were given as answers to a free response question. The total is greater than 20 since respondants could offer more than one point.

Twelve of the interviewees felt that the seminar acquainted them with "many new ideas" and six said they were acquainted with "some new ideas." One person felt he received "no new ideas," but he cited a similar course from another university as providing most of the information. The significant fact is that nineteen persons could give examples of new ideas in a free-response question. These data are given below:

Visual Aids (8)
Group Interaction (8)
Role Playing (6)
Lesson Plans (4)
Listening Concepts (2)
Buzz Sessions (2)
Braining storming (2)
Importance of Education (2)
Curriculum Planning (2)
Room Conditions (1)
Felt Board (1)
Opaque Projector (1)

Similarly, most of the participants recorded various degrees of "personal changes." Seven persons said the seminar produced "many new practices" and eight said it produced some new practices." Three participants felt the seminar produced "very few or no new practices," but cited previous experience or lack of teaching since the seminar as the reason. The new practices mentioned in a free-question were as follows:

More Interaction (5)
Visual Aids (3)
Lesson Plans (3)
Role Playing (3)
Brainstorming (2)
Flip Charts (2)
Programmed Instruction (2)
Speaking Techniques (2)
Preparation (2)
Overhead Projector (1)
Classroom Conditions (1)
Evaluation (1)
Tape Recorder (1)
Less Discipline (1)

The second part of the interview was concerned with specific problem areas in police instruction. From a discussion during the seminar, a list of ten problems was developed. Participants were asked in the interview to cite their "three main problem areas." The problem areas beginning with the most mentioned were as follows:

Problem Area	Number of times mentioned
Preparation	10
Choosing the best training technique	10
Use of time in class	9
Evaluation of Course	7
Use of aids	7
Confidence	6
Knowing theories of teaching and learning	5
Presentation and delivery	4
Curriculum planning	2
Knowing content of material	0

Respondents were then asked in an open ended question "how the seminar helped them better deal with the problems" and "how the seminar could have been

of greater assistance." Answers to the first part were categorized into responses which referred to (1) a specific session, (2) to a specific person, (3) to other participants, or (4) to the seminar in general. Eighteen references were made to specific sessions that helped solve problems. The most frequently mentioned sessions were the practice sessions. Nine references were made to specific persons including Mr. McCain, Dr. Maley, Mr. Kohler (FBI), and Dr. Linkow. Five persons mentioned other participants who were helpful and twelve listed the seminar in general. In connection with this question, it should be noted that most participants were extremely aware of the methods and techniques of the seminar faculty. References to the seminar in general usually included a comment about how the faculty inself presented the material.

The third part of the interview involved questions on the subject matter. The participants were asked to define various terms and answer questions in which terms were used. Answers were rated "good, fair, or poor" according to the following criteria:

Good - could define and give examples

Fair - could either define or give an example, but not both

Poor - could not give any answer or gave totally wrong answers

Ten respondents received a "good" when discussing "subject matter centered instructors;" four received a "fair;" six received a "poor." Hence after the terms were discussed by the interviewer, only three persons were unable to say that they were more "listener centered" than "subject matter centered." The phrase "learning as behavior change," was discussed the same as above. Ten respondents were

rated as good, seven as fair, and three as poor. The terms "training" and "education" were also discussed, but responses were rated in a more complex manner. In this question; six participants received good; eight received fair; and six received poor. From these three questions, it can be concluded that at least one month after the seminar most participants still had a basic understanding and awareness of important concepts from the seminar.

The fourth part of the interview dealt with specific desired behavior changes. Eight of the participants believed their listening ability had been improved as a result of the seminar. Ten participants believed there was no improvement and two did not know. However, all those with improved listening ability felt that the Xerox program on "effective listening" was of little value. Only one person of the twenty indicted that the Xerox program made him aware of problems with listening.

The greatest significance of the Police Instructors' Seminar on Training can be seen in basic curriculum changes instituted in four police academies. At the Baltimore County Police Academy, the two participants established a five-day "how to instruct" course for their colleagues. The Howard County Police Department also made a significant change in evaluation and execution of a "Community Services Officer Program." Personal evaluations and evaluation forms for trainees have been tied directly to goals and objectives in the course curriculum. Anne Arundel County Police Academy changed the entire format of its course in "Courtroom Procedures." This information was once given as straight lecture. Time has been saved and learning intensified by a "role playing" technique in which new police recruits act out criminal procedures from crime to conviction. Finally, major curriculum changes have been noted in the Prince George's Police Academy. As a

result of a detailed evaluation procedure 60 hours of new subject matter were added to the training schedule while the total hours of training remained the same. Additional subjects include 30 hours of basic psychology and 20 hours of human relations. In all four departments, the police instructors were able to say that various aspects of the Police Instructors' Seminar on Training made a contribution to the curriculum changes.

On the personal level, many changes were also noted. Eighteen of the participants said that the seminar influenced their setting of objectives and preparing of lesson plans. The most frequent comments were that they had never set objectives in a lesson plan or that they did not know the difference between a lesson plan and an outline. In one academy, lesson plans have been rewritten for every hour of instruction. Changes in testing and evaluation were noted by only four instructors at the course level. However, many participants stated a greater awareness of the need for better evaluation. One police academy changed its course evaluation system from tests to a personal instructor evaluation on a weekly basis. In general, it can be concluded that many significant behavior changes have resulted from the 1968 PIST. These include major renovation of the curriculum, streamlining procedural processes, and adoption of more advanced teaching methods.

The fifth part of the interview was directed toward opinion formation of the participants. Specific emphasis was given to the presentation by Major Pomrenke's name when asked questions about the subject matter. Furthermore, Major Pomrenke was specifically mentioned by eleven of the participants throughout the interview as having been influential during the Seminar. Eighteen of the twenty participants felt

that training should be physically and fiscally removed from the line supervision of the police organization and that the Training Director or his equivalent should answer "directly to the Chief of Police."

The participants were also asked to name the "three most important qualities a policeman should have to be given an assignment in training and education."[1]

The personal qualities that were mentioned in this free response question were:

Desire (12)	Appearance (5)
Knowledge (8)	Integrity (5)
Personality (6)	Reliabilty (1)
Ability (6)	Imagination (8)

Finally, in the area of opinion formation, the participants were asked in open response what "kind of training a police instructor should have...." Generally, the suggested requirements could be divided into three areas: education, experience, and training. (Education as used in this section refers to "formal schooling" while training refers to "formal police training" other than experience.) Seventeen respondents mentioned education as a basic requirement for police instruction. Seven persons felt that a police instructor should be "actively enrolled" in college training while two would require an A.B. degree. Other responses ranged from a one year college requirement to an A.A. degree requirement. Most of the police instructors would set the college requirement they mentioned to give police instructors greater "credibility" or "prestige." When asked why college training

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[1] See following discussion of the respondent's perception of the words "training" and "education." These results also conform to the findings of opinion formation.

was important for police instructors, only one person stated that college was essential for a better understanding of law enforcement needs.

On the other hand, seventeen participants felt that "experience on the force" was a requirement for full comprehension of police work. Estimates of the amount of experience needed ranged from one year to ten years with the majority agreeing to two, three, or five years. The most significant point is that twelve persons mentioned the Police Instructors' Seminar on Training or an equivalent course as a necessary requirement for police instruction. It should be emphasized that this information was volunteered by the twelve respondents. The other eight participants later agreed with the interviewer that some sort of police training course should be a requirement.

The words of one participant seem to sum up the general attitude of the entire group:

> The Police Instructors' Seminar on Training elevated my opinion of training and trainers. I guess it made me realize the importance of training and education for both the police and the community.

A significant change in teaching techniques can also be noted from the seminar. This was measured in two ways. First, participants were asked about eight different teaching techniques and their effectiveness. Secondly, the participants were asked about any new equipment which had been ordered since the seminar. The results of the first part are given below. While it would be interesting to discuss the specific changes with each technique, such a discussion is not within the purpose of this report. It must be remembered, however, that these responses refer to perceived behavior changes rather than actual behavior changes.

A participant's response to "improved ability" or "success" of a technique may or may not be a reflection of his evaluation of that technique. Such are the limitations of all interview data.

Perceived Behavior Changes in Regard to Various Teaching Techniques

Technique	a. Used Before?	b. Ability Improved? Yes	b. Ability Improved? No	c. Used First Time?	d. Successful? Yes	d. Successful? No
(1) case and incident	2	1	1	2	2	0
(2) role playing	7	5	2	3	3	0
(3) lecture-discussion	12	12	0	6	5	1
(4) demonstration-discussion	10	5	5	3	3	0
(5) films	11	6	5	4	3	1
(6) visual aids presentation (like Dr. Maley's)	2	1	1	3	3	0
(7) programmed instruction	1	1	0	1	1	0
(8) straight lecture	13	10	3	3	3	0

The second part of the discussion on teaching techniques involved the purchase of new equipment. In mere quantitative terms, at least ten new pieces of teaching equipment have been ordered by various departments. These include flip charts, overhead projectors, movie projectors, slide projectors, tape recorders, etc.

The seventh part of the interview involved a "quick response" set of questions concerning the contribution of the seminar to the individual, to the participants as a group, and to police instruction in general. Unfortunately, the respondents did

not discriminate between the three levels of contributions and the section was omitted from further analysis.

The final section of the interview was designed to evaluate the follow-up portion of the seminar. Nineteen participants stated that the "benefit of the observations and evaluations" by the University of Maryland professors was "very worthwhile." The only negative comment concerned evaluation by a professor who had not been involved with the seminar. The general attitude of the participants can be expressed in the following quotes:

> "The evaluation by an expert was beneficial and Dr. X is an expert."
>
> "Dr. X instilled greater confidence in what I was doing."
>
> "It was objective evaluation of my teaching."

Most participants expressed an interest in a greater personal evaluation program by the seminar staff. Since this was the only classroom situation in which respondents were actually rated, it is little wonder that the benefit of the program was rated so highly.

Concerning continued self-development, sixteen of the participants plan to attend a college in the fall and two persons had plans to attend another police program for those who completed PIST.

Finally, the reactions to the interview itself were positive. One person couldn't understand the purpose and stated that he was "cautious" with his responses. However, the other nineteen participants perceived the interview as helpful in three aspects:

1. It was a review session for the participants.

2. It showed that the University is still interested in them.

3. It provided important information for future seminars.

In conclusion, the Police Instructors' Seminar on Training generally achieved the objectives that were originally stated by its organizers. In each of the eight areas of consideration the cognitive, attitudinal, and operative expectations of behavior were realized and generally achieved. However, the only true evaluation of such a program does not involve the completion of objectives, but the congruence of achieved objectives with stated goals. The stated goals of police instruction have many facets and the Police Instructors' Seminar on Training could only confront a small number of them. The real test of better police instruction comes with better trained police who are capable of handling the increased complexity of a heterogeneous society. It is the belief of this researcher that this Seminar has in fact helped a little to create better trained policemen. Only if this is true can the program be judged a success.

APPENDIX G

Planning the Second Seminar

Appendix G

Participants in Planning Meeting

March 20, 1969

Capt. George Cole
Chief, Training Division
Maryland State Police Academy

Lt. John Blades
Assistant Chief, Training Division
Maryland State Police Academy

Sgt. Oliver Cook
Training Division for Zone #1
Cumberland Police Department

Insp. Joseph Hawkins
Services Bureau
Montgomery County Police Department

Capt. John Rhodes
Technical Service Bureau
Prince George's County

Sgt. Daniel Robertson
Commanding Training Division
Prince George's County

Capt. Maxwell Frye, Jr.
Director, Administrative Services
Anne Arundel County Police Department

Mr. Robert Van Wagoner
Executive Secretary
Maryland Police Training Commission

Lt. Frank Werner
Services Division
Anne Arundel County Police Department

Capt. George Neeb, Jr.
Commanding Officer
Education and Training Division
Baltimore County Police Department

Maj. Ewald Brauer, Jr.
Commanding Officer of the Training Bureau
Baltimore County Police Department

Patrolman Frank Graziano
Director of Personnel & Training
Howard County Police Department

Lt. Frank Serra
Education and Training Division
Baltimore City Police Department

Mr. Ray McCain, Director
Office of Programs for Executive Development
Conferences & Institutes Division

Mr. Ronald Steger, Conference Coordinator
Office of Programs for Executive Development
Conferences and Institutes Division

Mr. Gordon Holmes
Assistant Executive Secretary
Maryland Police Training Commission

Appendix G

Possible Law Enforcement Education Programs

The following list of educational programs was compiled in a meeting of training officers in police departments within Maryland. The items were solicited in a brainstorming session with this question:

> What can the University of Maryland provide, with your assistance in planning and with the cooperation of the Maryland Police Training Commission, to help meet the needs of law enforcement agencies in the state?

1. Seminar for Police Training Administrators
2. Seminar for Police Personnel in Planning and Research
3. Seminar on Planning, Programming and Budgeting
4. Inspections Seminar
5. Police Supervisors' Seminar
6. Police Command Management Seminar
7. Workshop on Investigative Techniques
8. Traffic Collision Course
9. Minimum Standards Course for Basic Recruits (in departments without training academies)
10. Workshop on Scientific Aids
11. Homicide Course
12. Report Writing and Speed Reading Course
13. Personnel Management Seminar
14. Seminar on Recruitment, Interviewing and Hiring Practices
15. Seminar on Surveying and Measurement
16. Public and Community Relations Seminar for Police Policy-Makers
17. Records Management Course
18. Office Management for Civilian Personnel
19. Seminar on Civil Disorder for Police Policy-Makers
20. Chiefs' Conference

APPENDIX H

Seminar II: Objectives, Outline and Subjects

Appendix H

POLICE INSTRUCTORS' SEMINAR ON TRAINING

First Week, April 27 - May 3
Second Week, May 25 - May 29
1969

University of Maryland

SEMINAR OBJECTIVES

1. To develop in police instructors a clearer understanding of their task in relation to the police organization and its employees.

2. To improve the competency of police instructors in their curriculum planning and course development functions by increasing their skills of analysis and evaluation.

3. To augment the police instructors' understanding of the principles of learning and behavior change in trainees.

4. To increase the police instructors' abilities in selecting and utilizing training methods and techniques to bring about learning and development in trainees.

5. To contribute to the police instructors' skill development in areas of oral communication, listening, and problem-solving.

6. To create in the police instructor a practice of critically evaluating his instructional practices and police training programs in general with a view toward increased professionalism.

POLICE INSTRUCTORS' SEMINAR ON TRAINING

April 27 - May 3, 1969
First Week

Appendix II

Sun. Apr.27	Mon. Apr.28	Tues. Apr.29	Wed. Apr.30	Thurs. May 1	Fri. May 2	Sat., May 3
	Attitudes Toward Police Instruction - Ray McCain 8:30-10:00 am	The Trainer's View of the Learner - Dick Dunsing	Observation of Training Techniques - Ray McCain & Dick Dunsing	Research for Training - Dick Koehler	Testing and Evaluation - Pat O' Shea	Review of Seminar - Ray McCain
	10:00-10:30 am COFFEE BREAK →					
	Factors Affecting Learning - Don Maley 10:30-12:00	The Lecture-Discussion Technique - Dick Dunsing	Overview of Training Aids - Carl Schramm	Developing Objectives for Training - Dick Koehler	Testing and Evaluation - Pat O'Shea	Assignments for Workshop - Ray McCain
	12:00-1:30 pm LUNCH →					
	Analyzing Training Needs - Pat O'Shea 1:30-3:00 pm	The Lecture-Discussion Technique - Dick Dunsing	Practice With Training Aids - Carl Schramm	Developing Lesson Plans - Dick Koehler	Minimum Standards for the Police Recruit Course - Pat O'Shea	
	3:00-3:30 pm COFFEE BREAK →					
Registration - 3:00-4:30 pm Social Hour - 5:00-6:00 pm	The Training Curriculum - Pat O'Shea 3:30-5:00 pm	The Role Play and Case Techniques - Dick Dunsing	Practice With Training Aids - Carl Schramm	Developing Lesson Plans - Dick Koehler	Minimum Standards for Police Instructors - Pat O'Shea	
Dinner 6-7 pm	6:00-7:15 DINNER →					
Orientation: The Learning Process and the Training Process Ray McCain	Overview of Training Techniques - Ray McCain 7:15-9:15 pm		Teaching By Demonstration - Ray McCain		Applying Learning to the Job - Ray McCain	

Appendix H

POLICE INSTRUCTORS' SEMINAR ON TRAINING

University of Maryland

Second Week -- Workshop -- May 25-29, 1969

Participants will be expected to complete the assignments given below during the period between the first and second weeks of the Seminar. The second week of the Seminar is called the Workshop because it will engage the participants in practice exercises in order to give experience and provide feedback. The Workshop will not have any lecturers, but various people will be used to lead discussions on the practice exercises.

I. Preparation

A. "40-Minute Lesson"

Using the subject which you selected from the "Minimum Standards for Entrance Level Course with Course Descriptions", complete the following tasks:

(1) Narrow the subject to what may be covered in a 40-minute lesson.
(2) Thoroughly research the subject.
(3) Establish and clearly word objectives on the subject for students in the recruit course.
(4) Prepare a detailed lesson plan for the 40-minute lesson. Plan to use three or four different training techniques.
(5) Send two copies of the lesson plan to Ray McCain, Office of Programs for Executive Development, Center of Adult Education, University of Maryland, College Park, Maryland 20742. McCain should receive the lesson plans no later than Friday, May 16.

B. "7-Minute Presentation"

(1) Choose a subject in which your fellow participants in this Seminar would have an interest. This subject should be something that fits one of the following categories:
(a) The audience is completely unaware of (has no knowledge of);
(b) The audience has a general knowledge of but it requires clarification, amplification or simplification.
(2) Prepare a 7-minute presentation on this subject (straight lecture, no discussion). This presentation should make extensive use of audio-visual aids.

C. "15-Minute Role Play"

(1) Choose a subject which can be taught to fellow participants in the Seminar by a role-play technique.
(2) Prepare a role-play which can be put on and discussed in 15 minutes.

POLICE INSTRUCTORS' SEMINAR ON TRAINING
Second Week
Page 2

Appendix H

II. Instruction

A. During the second week of the Seminar, you will engage in practice exercises on the following:

1. "40-Minute Lesson Plan"
2. "7-Minute Presentation"
3. "15-Minute Role Play"

B. You should come to the second phase of the Seminar on May 25 thoroughly prepared to execute these exercises. Adequate preparation will consist of the following:

1. Clearly know the material.
2. Know how you will handle the material.
3. Have aids prepared.
4. Be prepared to use assistants from the group, if necessary.
5. Have adequate copies of handout materials.
6. Have completed a dry run, if necessary.
7. Be able to adhere to the time limits.

III. Testing

A. Prepare a "test-quiz-examination" to be given to recruits on the 40-minute lesson plan which you will give during the Workshop.

B. Send two copies of the test to Ray McCain for him to receive no later than May 23.

C. Bring ten to fifteen copies of the test when you return for the second week, May 25.

D. Be prepared to administer and grade the test after you have given the lesson.

Appendix H

POLICE INSTRUCTORS' SEMINAR ON TRAINING

University of Maryland

Second Week -- Workshop -- May 25-29, 1969

Daily Schedule

Breakfast	7:00- 8:00 a.m.
Morning Session	8:00-12:00 a.m.
Luncheon	12:00- 1:00 p.m.
Afternoon Session	1:00- 5:00 p.m.
Social Hour	5:00- 6:00 p.m.
Dinner	6:00- 7:00 p.m.

During the monring and afternoon, the group will take two breaks: a 10 minute stretch break; a 20 minute coffee break. This schedule will allow for a seven hour day. Other than Sunday and Thursday afternoon, no formal evening sessions are scheduled. The evening time will be used to prepare for the next day's activities.

The participants will be expected to check in at the Center of Adult Education no later than 5:00 p.m. on Sunday May 25. A social hour will be given from 5:00-6:00 p.m. and dinner will be served from 6:00-7:00 p.m. The Sunday evening session will begin at 7:15.

Session Outline

Sunday evening (May 25)

The group will gather to discuss in general the experiences each participant has had since the closing of the first week.

A review will be given as well as an orientation for the second week.

The lesson plans which were mailed to McCain will have been evaluated by Dick Kohler. His comments will be attached to each plan and the copies will be given out at this time.

Monday morning (May 26)

The participants will have gone over their lesson plans as evaluated. Dick Kohler and Ray McCain will discuss common problems which were noted.

Monday morning (May 26)Cont'd

Dick Kohler will be available to consult with individuals who want to talk about their plan in some depth.

The participants will be broken into groups of three. An unmarked copy of each participant's lesson plan will be made available to the other two in his group. The two will read the plan, consult and advise the third member of the group on what they think is good and what could be improved. This coaching activity will be performed for each participant.

Monday afternoon (May 26)

Practice Exercise: "Seven Minute Presentation"

Group 1 - John Lea	Group 2 - Irv Linkow
Cook	Parys
Krob	Dull
Corbin	Emory
Laumann	Shaw
Cox	Snyder
Lynch	Thim
Deputy	Hamberger
Ulszewski	Tokarz
DeVries	

Tuesday morning (May 27)

Practice Exercise: "Fifteen Minute Role Play"

Group 1 John Lea	Group 2 Irv Linkow	Group 3 Joe Zima
Parys	Cook	Dull
Emory	Krob	Shaw
Snyder	Corbin	Thim
Hamberger	Laumann	Tokarz
Cox	Lynch	DeVries
Olszewski	Deputy	

Tuesday afternoon (May 27)

Practice Exercise: "Forty Minute Lesson"

(audience composed of seminar participants)

Group 1 - John Lea	Group 2 - Irv Linkow
Shaw	Cook
Corbin	DeVries
Olszewski	Cox

After each lesson and critique, the audience will be given a test/quiz on what has been covered.

Wednesday morning and afternoon (May 28)

Practice Exercise: "Forty Minute Lesson"

(audience composed of members of recruit class from P. G. County)

Group 1	-	John Lea	Group 2	-	Joe Zima (morning) Irv Linkow (afternoon)
AM		Parys Dull Emory	AM		Lynch Hamberger Krob
PM		Snyder Thim Tokarz	PM		Laumann Deputy

After each lesson and critique, the audience will be given a test/quiz on what has been covered.

Thursday morning (May 29)

The participants will have graded and interpreted the test scores given after their lesson. The group will talk about the problems of their tests with each other. Ray McCain and Irv Linkow will serve as consultants.

Thursday afternoon (May 29)

This session will be devoted to a review of the seminar and a discussion of some instructional problems which still stick in the minds of participants.

The participants will evaluate the seminar.

Thursday evening (May 29)

Dinner will be served at 6:00 p.m. and a series of speakers will conclude the seminar. Certificates will be awarded.

Adjourn 8:30 p.m.

APPENDIX I

Evaluation of Second Seminar: Participants'

POLICE INSTRUCTORS' SEMINAR ON TRAINING

Instructor Evaluation Results

The participants considered the following two questions with regard to each instructor. In the columns on page 2, they wrote the response number which they considered appropriate for each instructor on both questions.

	Question #1	Question #2
McCain	3	3

Question #1

To what extent did the instructor grasp or understand your teaching situation (as indicated by your contacts with him in sessions and in informal discussions)?

1 - excellent understanding
2 - good understanding
3 - average understanding
4 - fair understanding
5 - poor understanding

Question #2

To what extent did the instructor prepare and conduct his session(s) to meet your personal needs as a police instructor?

1 - excellent preparation and conduct
2 - good preparation and conduct
3 - average preparation and conduct
4 - fair preparation and conduct
5 - poor preparation and conduct

Instructors	Question 1	Question 2
Dunsing	1.7	1.8
Kelly	3.3	3.9
Koehler	2.4	2.5
Maley	1.4	1.3
McCain	1.4	1.8
O'Shea	2.7	3.4
Schramm	1.6	1.4
Overall	2.1	2.3

FIST Instructor Evaluation Results
Page 2

The following are significant comments which the participants made about instructors:

-Some of the instructors did not cover their subject as well as possible. Some subjects that needed more explanation were overlooked, such as lesson planning.

-When giving instruction, the "do as I say -- not as I do" theory is a poor convincer.

-Some instructors could use some well-placed visual aids to aid presentations.

-I feel the instructors should sit in on the whole seminar.

-My honest opinion -- some instructors were not truly prepared to teach -- they merely stopped in to chat.

First Week
4/27-5/3/1969
Appendix I

POLICE INSTRUCTORS' SEMINAR ON TRAINING

Program Evaluation Results

I. The participants were asked to rate each subject (session)of the first week of the program in terms of its value, importance, and helpfulness to them as an instructor. Ratings were made according to the following scale:

1 - great positive and personal value
2 - substantial positive and personal value
3 - some positive and personal value
4 - little positive and personal value
5 - no positive and personal value

Subjects (Instructor)	(1) Great Value	(2) Substantial Value	(3) Some Value	(4) Little Value	(5) No Value
The Learning Process & the Training Process (McCain)	3	7	5	1	
Attitudes Toward Police Instruction (McCain)	4	8	4		
Factors Affecting Learning (Maley)	10	4	2		
Analyzing Training Needs (O'Shea)	2	1	10	3	
The Training Curriculum (O'Shea)	1	3	8	4	
Overview of Training Techniques (McCain)	2	11	3		
The Trainer's View of the Learner (Dunsing)	6	8		1	
The Lecture-Discussion Technique (Dunsing)	5	8	1	1	
The Role Play and Case Techniques (Dunsing)	8	5	4		
Overview of Training Aids (Schramm)	8	5	2		
Practice with Training Aids (Schramm)	9	6	1		

PIST - Program Evaluation Results
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First Week
4/27-5/3/1969
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Subjects (Instructor)	(1) Great Value	(2) Substantial Value	(3) Some Value	(4) Little Value	(5) No Value
Teaching By Demonstration (McCain)	8	7	2		1
Research for Training (Koehler)	5	6	3	1	1
Developing Objectives for Training (Koehler)	5	5	4	3	
Developing Lesson Plans (Koehler)	2	4	6	3	1
Testing and Evaluation (O'Shea)		3	6	6	3
Minimum Standards for the Police Recruit Course (O'Shea)		1	6	9	2
Minimum Standards for Police Instructors (O'Shea)	2	1	4	6	3
Applying Learning to the Job (McCain)	1	7	3	1	

PIST - Program Evaluation Results
Page 3

First Week
4/27-5/3/1969
Appendix I

II. The participants were asked to rank the subjects (sessions) for the first week of the program in terms of their value, importance, and helpfulness, according to the following symbols:

+1 - the most valuable (etc.) subject (session)
+2 - the second most valuable (etc.)
+3 - the third most valuable (etc.)
-1 - the least valuable (etc.) subject (session)
-2 - the second least valuable (etc.)
-3 - the third least valuable (etc.)

Subjects (Instructor)	+1	+2	+3	-1	-2	-3
The Learning Process & the Training Process (McCain)	1	2	1			
Attitudes Toward Police Instruction (McCain)					2	
Factors Affecting Learning (Maley)	6	3	3			
Analyzing Training Needs (O'Shea)				1	1	2
The Training Curriculum (O'Shea)			1			1
The Lecture-Discussion Technique (Dunsing)	1	1	3			1
Overview of Training Techniques (McCain)		1				
The Trainer's View of the Learner (Dunsing)	3	2	1			
The Role Play and Case Techniques (Dunsing)		2	1			
Overview of Training Aids (Shramm)	1	4	2		1	
Pactice with Training Aids(Schramm)	4	2	2			2
Teching By Dmonstration (McCain)			1			

PIST - Program Evaluation Results
Page 4

First Week
4/27-5/3/1969
Appendix I

Subjects (Instructor)	+1	+2	+3	-1	-2	-3
Research for Training (Koehler)				4	2	2
Developing Objectives for Training (Koehler)				1		
Developing Lesson Plans (Koehler)			1	1	3	1
Testing and Evaluation (O'Shea)				2	3	1
Minimum Standards for the Police Recruit Course (O'Shea)				5	1	3
Minimum Standards for Police Instructors (O'Shea)				1	3	3
Applying Learning to the Job (McCain)				1		

PIST - Program Evaluation Results
Page 5

1. The experience of attending this portion of the seminar has been of . . .

__9__ 1 - great positive and personal value;
__7__ 2 - substantial positive and personal value;
__0__ 3 - some positive and personal value;
__0__ 4 - little positive and personal value;
__0__ 5 - no positive and personal value.

2. The sessions of this portion of the seminar have acquainted me with. . .

__8__ 1 - a great many new ideas and points of view;
__8__ 2 - a substantial number of new ideas and points of view;
__0__ 3 - some new ideas and points of view;
__0__ 4 - very few new ideas and points of view;
__0__ 5 - no new ideas and points of view.

3. I think that specific information from the reading materials was . . .

__1__ 1 - extremely useful;
__10__ 2 - quite useful;
__3__ 3 - of some use;
__2__ 4 - of very little use;
__0__ 5 - of no use at all.

4. In terms of personal changes in my practice of teaching, this portion of the seminar will probably produce . . .

__3__ 1 - a great many new practices;
__7__ 2 - a substantial number of new practices;
__6__ 3 - some new practices;
__0__ 4 - very few new practices;
__0__ 5 - no new practices.

5. In terms of changes in the department, this portion of the seminar will probably produce . . .

__0__ 1 - a great many new practices;
__2__ 2 - a substantial number of new practices;
__11__ 3 - some new practices;
__3__ 4 - very few new practices;
__0__ 5 - no new practices.

First Week
4/27-5/3/1969
Appendix I

POLICE INSTRUCTORS' SEMINAR ON TRAINING

Opinionnaire on Center of Adult Education

Participants were asked to give their reaction to each of the following aspects of the facility:

1. Conference Rooms
   - Excellent 3
   - Good 4
   - O.K. 1
   - Fair 2
   - Poor Setup . . . 5
   - Too big 1

2. Dining Facilities
   - Excellent . . . 8
   - Very impresive . . 1
   - Good 7

3. Lounging Facilities
   - Excellent. . . . 5
   - Good 9
   - Could improve . . 1

4. Bedrooms
   - Excellent 8
   - Good. 7
   - Fair 1

5. General Atmosphere of Center
   - Excellent 8
   - Warm and Sincere. 1
   - Good 6

6. Meals
   - Excellent 10
   - Good 5
   - Average 1

Second Week
5/25-29/1969
Appendix I

POLICE INSTRUCTORS SEMINAR ON TRAINING

FINAL EVALUATION RESULTS

1. How wothwhile was the seminar for you?
   - 14 very worthwhile
   - 1 fairly worthwhile
   - 0 not very worthwhile
   - 0 a waste of time

2. The seminar had:
   - 1 too much material on practice and not enough material on preparation and evaluation
   - 9 too much material on preparation and evaluation and not enough on practice
   - 4 about the right combination of practice and preparation and evaluation

3. The seminar has acquainted me with:
   - 12 many new ideas
   - 2 some new ideas
   - 1 very few new ideas
   - 0 no new ideas

4. In terms of personal changes in your future instruction, this seminar will probably produce:
   - 7 many new practices
   - 6 some new practices
   - 2 very few new practices
   - 0 no new practices

5. In terms of organizational changes in your department this seminar will probably produce:
   - 0 many new practices
   - 10 some new practices
   - 5 very few new practices
   - 0 no new practices

6. On the whole, the seminar was conducted:
   - 11 very well
   - 4 fairly well
   - 0 poorly
   - 0 very poorly

PIST - Final Evaluation
Page 2

7. Lecture and discussion:
   - 0 too much discussion
   - 7 too much lecture
   - 8 about the right amount of each

8. Resource People:
   - 1 too many from the University
   - 6 too many from the police community (IACP)
   - 8 OK

9. Visual Aids:
   - 4 not enough movies, charts, etc.
   - 0 too much use of demonstrations, blackboards, movies, charts, etc.
   - 10 OK

10. Reading Mateial:
   - 3 not enough reading
   - 1 too much reading
   - 11 OK

11. Practice Sessions (second week):
   - 13 excellent learning experience
   - 0 waste of time
   - 2 OK

12. Please read all of the following statements. Then, check those that state how you feel about the seminar as a whole.

   - 5 a. It has some merits.
   - 0 b. It was not exactly what I needed.
   - 11 c. It provided the kind of experience I can apply to my own situations.
   - 0 d. It was a complete waste of time.
   - 0 e. I am not taking any new ideas away.
   - 0 f. It was too general.
   - 10 g. It solved some problems for me.
   - 4 h. Exactly what I wanted.
   - 0 i. I didn't learn a thing.
   - 0 j. It was very poorly planned.
   - 0 k. It was neither very good nor very poor.

PIST - Final Evaluation
Page 3

9 l. I think it served its purpose.
4 m. It was fair.
14 n. It helped me personally.
1 o. It didn't hold my interest.
6 p. It was one of the most rewarding experiences I have ever had.
0 q. It was too superficial.
1 r. I was mildly disappointed.

13. Please state your opinions about the length (number of days) and schedule (different for two weeks , evening sessions, etc.) as well as coffee breaks and meals in the space provided below.

The daily schedule of classes and breaks were good and well-timed. However, the evening sessions at times, although I personally enjoyed them, really drained the individual student.

The number of days was good. Split sessions due to outside influence did not lead to desirable results.

In my opinion the course was not long enough. I believe it should be at least three or four weeks in length.

The evening sessions did make for an extremely long day, even with the long breaks.

The number of days could be extended by two or three. I received much more benefit from the day sessions and did not particularly like the night sessions. They did not give me time to myself to review what I had absorbed.

The three week interim period was good and necessary for material preparation. Evening sessions should be discontinued.

14. lease give your evaluation of Ray McCain in terms of his fulfillment of objctives to develop the seminar, which included a preliminary study of the taining needs, the selection of general program content, selection and cientation of instructors, the assignments for the second week and the eminar evaluation.

Generally the seminar was handled well. I would only question the orientation of instructors. Either some instructors did not fulfill their obligations or they were not properly oriented as to the content of their instruction.

I think two words can sum up the above question. Outstanding job.

He did a good job over-all, but he needed a little more cooperation from some of the instructors.

Objectives were met in most cases. Our needs were very well evaluated. Some other instructors failed to meet our expectations. Assignments for second week were good.

I thought <u>all</u> subject matter was extremely relevant to training.

Good except for IACP instructors which were poor.

Whereas this is an entirely new experience for me I think he did a fine job. Presents a terrific atmosphere among students where they can become relaxed.

Felt that his was "another one of his duties" and his preperation was "spur of the moment" - drew on previous experiences and did not put specific time into this particular seminar - "other things more important" complex given.

I would like to personally extend my gratitude to Ray McCain as a director and coordinator. As far as I am concerned, he accomplished his objectives in the best possible manner.

I believe he has reached his objective of making better instructors out of us.

15. Please give your opinion of the text and its utilization within this portion of the seminar.

In deference to the text book itself I cannot honestly give an opinion since I have only skimmed through it. Evidently it was not necessary.

Good.

Was not utilized enough; I really did not have time to evaluate it.

I used the text to refer to the construction of lesson plans and to review role-play and demonstration methods. I intend to study the text at more length.

I didn't think the text was used very much at all and the lesson plan in the book was not the design that was suggested that we use. I believe it has some good information and could have been effectively used as a definite reading assignment and list was related to these selections.

16. Please state whether the handout materials were beneficial to you and please state any other suggestions you might have about handouts.

Good but could be improved.

Most were beneficial --a few were not.

I think that if I had received this notebook a week before the seminar I would have read the entire book. As it turned out I didn't have time.

I felt we should have been given examples of what a good lesson plan looks like.

Handouts were not beneficial because no review was conducted of same.

I am very pleased with the entire notebook.

17. Please rate in terms of your personal efforts to get the most out of what was provided during this seminar:

4 excellent
12 good
1 average
0 poor

18. Comments or suggestions for changes in the program:

I believe that more time should be spent in the area of developing objectives and lesson plans: also, more participation in role play situations.

More role play. Instructors should be told exactly what objectives are to be reached and see that the instructors adhere to this. Lesson planning should be practiced before student is asked to make one. objectives should be discussed and put on overhead projector or flip charts.

More guide lines as to preparations. Equal experience grouping.

Illustrate proper lesson plan preparation by showing and explaining one considered excellent or acceptable.

More training on visual aid preparation.

No evening sessions; more practice sessions.

19. Please list three of your main problems with instruction:

Learning to relax and delivery

Preparing a lesson.

Testing.

Stage Fright.

Planning objectives.

Keeping within time alloted.

Class interest, due to lack of visual aids, projectors, etc.

Not sufficient info on training curriculum.

Not sufficient infor on testing and evaluation.

Not sufficient info on developing lesson plans.

Making my lesson flow smoothly from one point to another, i.e., transitions.

Getting class involved in discussion.

I don't feel that I have any <u>real</u> problems at this pint, due to the training points I received from this seminar.

Measurement of retained behavior change by the recruit class.

Initial contact before a group of pupils. Gaining control of conflict situations. Expressing or illiciting the main points of a role play that I have set up.

20. In one sentence, express your present feelings about the seminar:

It was a rewarding experience and something that I personally needed and I feel that it satisfied my personal needs.

One of the most rewarding and informative experiences I've ever had.

The seminar was well worth my time and my department's money.

The first week was very tough due to much apprehension and the second week was much easier relieving much of the tension, which helped me obtain much information after fully realizing its importance and gave confidence.

It has some merits.

I feel the seminar is extremely worthwhile, both as a learning process and exchange of ideas and experiences.

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